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The **Fountas**&**Pinnell**

Literacy Continuum

A Tool for Assessment, Planning, and Teaching

Expanded EDITION

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INTRODUCTION

INTRODUCTION

This edition of *The Fountas & Pinnell Literacy Continuum* is labeled "expanded" because every part of it has been refined and at the same time elaborated. The basic descriptions of text characteristics and behaviors and understandings to notice, teach, and support are essentially the same. After all, reading, writing, and oral language are still the processes we have worked with for many years. But the descriptions are more precise. Our intention was to create a document that holds these precise details in a way that serves as a reference for teaching. In this way it serves as a curriculum guide to use in observation, planning, teaching, and reflecting, always asking, "What are my students showing that they know and can do?"

The continuum describes text characteristics and behavioral goals for prekindergarten through middle school, across the areas pertinent to the language arts. Taken together, the eight continua present a broad picture of the learning that takes place during the important years of school. The progress of learners across these continua, or even within each of them, is not an even, step-by-step process. Students learn as they have opportunities and give attention in different ways. A learner might make tremendous gains in one area while seeming to almost "stand still' in another. It's our job to provide these learning opportunities and guide their attention so that learning in one area informs and supports learning in others. Looking across the continua, we can see patterns of progress over time. Learners progress in their individual ways, but they ultimately reach the same goal—a complex and flexible literacy processing system.

In creating and now refining the continuum, we have consulted current research on the reading process, learning literacy, and English language learners. We have examined many sets of standards to determine how policy makers are looking at progress at the district, state, and national levels. You are probably working towards a set of standards that your district or school has adopted; we are confident that this continuum will not only be consistent with language and literacy standards but also will present descriptions of learning that are more detailed. We have attempted to describe the evidence of literacy learning that you will see in your students' behavior.

In this edition, you will notice more organization within categories as well as a red bullet to show new text characteristics or new behaviors that you expect to see evidence of at this grade or this level. You will also notice that behaviors evidencing "thinking within the text" are identified with a round bullet, behaviors evidencing "thinking beyond the text" with a diamond bullet, and behaviors evidencing "thinking about the text" with a square bullet.

Content of the Continuum

Across the eight continua included in this volume, several principles are important to consider:

◗ *Students learn by talking.* Talking represents the student's thinking. We engage students in conversation that is grounded in a variety of texts—those that students read, hear read aloud, or write—and that expands their ability to comprehend ideas and use language to share thinking.

◗ *Students need to process a large amount of written language.* A dynamic language and literacy curriculum provides many daily opportunities for students to read books of their choice independently, to read more challenging instructional material with teacher guidance, and to hear teacher-selected and grade-appropriate texts read aloud.

◗ *The ability to read and comprehend texts is expanded through talking and writing.* Students need to acquire a wide range of ways to write about their reading and also to talk about texts with the teacher and other students.

◗ *Learning deepens when students engage in reading, talking, and writing about texts across many different instructional contexts.* Each mode of communication provides a new way to process the ideas learned from oral and written texts and from each other.

This continuum provides a way to look for specific evidence of learning from prekindergarten through grade eight, and across eight curricular areas. To create it, we examined a wide range of research on language and literacy learning, and we asked teachers and researchers for feedback. We also examined the curriculum standards of many states. Some guiding principles were:

◗ Learning does not occur in stages but is a continually evolving process.

◗ The same concepts are acquired and then elaborated over time.

◗ Many complex literacy understandings take years to develop.

◗ Students learn by applying what they know to the reading and writing of increasingly complex texts.

◗ Learning does not automatically happen; most students need expert teaching to develop high levels of reading and writing expertise.

◗ Learning is different but interrelated across different kinds of language and literacy activities; one kind of learning enhances and reinforces others.

In this volume, we include eight different learning continua (see Figure I–1). Each of these continua focuses on a different aspect of our language and literacy instructional framework (*Guided Reading: Responsive Teaching Across the Grades,* Fountas and Pinnell 2017); and each contributes substantially, in different but complementary ways, to students' development of reading, writing, and language processes. Each of the continua is described in more detail in a separate introduction, but we briefly introduce them here.

FIGURE I–1 *The Fountas & Pinnell Literacy Continuum*

	INSTRUCTIONAL CONTEXT	BRIEF DEFINITION	DESCRIPTION OF THE CONTINUUM
1	**Interactive Read-Aloud and Literature Discussion**	Students engage in discussion with one another about a text that they have heard read aloud or one they have read independently.	• Year by year, grades PreK–8 • Genres appropriate to grades PreK–8 • Specific behaviors and understandings that are evidence of thinking within, beyond, and about the text
2	**Shared and Performance Reading**	Students read together or take roles in reading a shared text. They reflect the meaning of the text with their voices.	• Year by year, grades PreK–8 • Genres appropriate to grades PreK–8 • Specific behaviors and understandings that are evidence of thinking within, beyond, and about the text
3	**Writing About Reading**	Students extend their understanding of a text through a variety of writing genres and sometimes with illustrations.	• Year by year, grades PreK–8 • Genres/forms for writing about reading appropriate to grades PreK–8 • Specific evidence in the writing that reflects thinking within, beyond, and about the text
4	**Writing**	Students compose and write their own examples of a variety of genres, written for varying purposes and audiences.	• Year by year, grades PreK–8 • Genres/forms for writing appropriate to grades PreK–8 • Aspects of craft, conventions, and process that are evident in students' writing, grades PreK–8
5	**Oral and Visual Communication**	Students present their ideas through oral discussion and presentation.	• Year by year, grades PreK–8 • Specific behaviors and understandings related to listening and speaking, presentation
6	**Technological Communication**	Students learn effective ways of communicating and searching for information through technology; they learn to think critically about information and sources.	• Year by year, grades PreK-8 • Specific behaviors and understandings related to effective and ethical uses of technology
7	**Phonics, Spelling, and Word Study**	Students learn about the relationships of letters to sounds as well as the structure and meaning of words to help them in reading and spelling.	• Year by year, grades PreK–8 • Specific behaviors and understandings related to nine areas of understanding related to letters, sounds, and words, and how they work in reading and spelling
8	**Guided Reading**	Students read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.	• Level by level, A to Z • Genres appropriate to grades PreK–8 • Specific behaviors and understandings that are evidence of thinking within, beyond, and about the text • Specific suggestions for word work (drawn from the phonics and word analysis continuum)

Reading Process: Systems of Strategic Actions

Four of the continua specifically address reading: interactive read-aloud and literature discussion, shared and performance reading, guided reading, and writing about reading. Here we focus on strategic actions for thinking:

◗ *Within the text* (literal understanding achieved through searching for and using information, monitoring and self-correcting, solving words, maintaining fluency, adjusting, and summarizing for purposes and genre of text)

◗ *Beyond the text* (predicting; making connections with personal experience, content knowledge, and other texts; synthesizing new information; and inferring what is implied but not stated)

◗ *About the text* (analyzing or critiquing the text)

You can refer to the Systems of Strategic Actions chart on the inside front cover. Notice that readers are expected to engage in all systems simultaneously as they process texts. You can gain evidence of their control of the behaviors and understandings through observing oral reading, talk, or writing about reading.

Interactive read-aloud and literature discussion offer students an opportunity to extend their understandings through talk. In interactive read-aloud you have the opportunity to engage students with texts that are usually more complex than they can read for themselves. You can take strategic moments to stop for quick discussion during the reading and continue talking after the end. Students' talk provides evidence of their thinking.

Shared and performance reading offer an authentic reason for reading aloud. As they read in unison or read parts in readers' theater, students need to read in phrases, notice punctuation and dialogue, and think about the meaning of the text. All of these actions provide evidence that they are understanding the text and processing it effectively. On these familiar texts, you have the opportunity to support and extend students' understandings.

Guided reading offers small-group support and explicit teaching to help students take on more challenging texts. As they read texts that are organized along a gradient of difficulty, students expand their systems of strategic actions by meeting the demands of increasingly complex texts. They provide evidence of their thinking through oral reading and talk, and they extend understanding through writing. The Guided Reading continuum is related to text reading levels rather than grade levels because we envision continuous progress along these levels. In the introduction to the Guided Reading continuum, you will find a chart indicating a range of levels that approximately correlates with goals for each grade level.

In addition to specific evidence of thinking within, beyond, and about a text, each of these three continua lists genres of texts that are appropriate for use at each grade level or text level.

Writing about reading, which often includes drawing, is another way for students to extend their understanding and provide evidence of thinking. Writing about reading may be used in connection with interactive read-aloud and literature discussion or guided reading.

As you work with the continua related to reading, you will see a gradual increase in the complexity of the kinds of thinking that readers do. Most of the principles of learning cannot be pinpointed at one point in time or even one year. You will usually see the same kind of principle (behavior or understanding) repeated across grades or across levels of text; each time remember that the learner is applying the principle in a more complex way to read harder texts.

Oral and Visual, Technological, and Written Communication

Writing is a way of experimenting with and deepening understanding of genres students have read. Although writing about reading is an excellent approach to help students extend their thinking and support discussion, it does not take the place of specific instruction devoted to helping students develop as writers. Through the writing workshop, teachers help writers continually expand their learning of the craft, conventions, and process of writing to communicate meaning to an audience. The Writing continuum in this book lists specific understandings for each grade level related to craft, conventions, and process. It also suggests purposes and genres for students to consider and choose as they write at each grade level. You can refer to the chart, A Processing System for Writing, on the inside back cover to notice the complex dimensions in a processing system for writing.

Oral and visual communication are integral to all literacy processes; you'll see their presence in all other continua. This continuum singles out particular behaviors and understandings for intentional instruction.

Technological communication is essential for citizens of today's society. This continuum describes specific goals for helping students find effective ways to use technology effectively for learning, communication, and research. With the burgeoning role of technology in all of the contexts for communication, students need to build complex ways of thinking that will allow them to think critically about technology and to use it in effective and ethical ways.

Phonics, Spelling, and Word Study

As the eighth continuum, we include phonics, spelling, and word study. This grade-by-grade continuum is drawn from the longer continuum published in *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* (2017). For each grade, you will find specific principles related to the nine areas of learning that are important for grades PreK–8: early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word meaning/vocabulary, word structure, and word-solving actions. Here you will find specific understandings related to spelling, which interface with the section on conventions provided in the Writing continuum.

Some Cautions

In preparing these continua we considered the typical range of students that can be found in PreK through grade eight classrooms. We also consulted teachers about their expectations and vision as to appropriate instruction at each grade level. We examined the district and state standards. We need to have a vision of expected levels of learning because it helps in making effective instructional decisions; and even more important, it helps us to identify students who need intervention.

At the same time, we would not want to apply these expectations in an inflexible way. We need to recognize that students vary widely in their progress—sometimes moving quickly and sometimes getting bogged down. They may make faster progress in one area than another. The continua should help you intervene in more precise ways to help students. But it is also important to remember that learners may not necessarily meet *every* expectation at all points in time. Nor should any one of the understandings and behaviors included in this document be used as criteria for promotion to the next grade. Educators can look thoughtfully across the full range of grade-level expectations as they make decisions about individual students.

It is also important to recognize that just because grade-level expectations exist, not all teaching will be pitched at that level. Through assessment, you may learn that your class only partially matches the behaviors and understandings on the continuum. Almost all teachers find that they need to consult the material at lower and higher levels (one reason that the Guided Reading continuum is not graded).

Ways to Use the Continuum

We see many different uses for this continuum, including the following.

Foundation for Teaching

As you think about, plan for, and reflect on the effectiveness of providing individual, small-group, and whole-group instruction, you may consult different areas of the continuum. For example, if you are working with students in guided reading at a particular level, use the lists of behaviors and understandings to plan text introductions, guide observations and interactions with individuals, and shape teaching decisions. The Word Work section gives you specific suggestions for principles to explore at the end of the guided reading lessons. You can plan specific teaching moves as you examine the section on interactive read-aloud and literature discussion. The interactive read-aloud as well as the Writing continuum and the Phonics, Spelling, and Word Study continuum will be useful in planning explicit minilessons. When you and your colleagues teach for the same behaviors and understandings, your students will benefit from the coherence.

Guide for Curriculum Planning

The continuum can also be used by a grade-level team or school staff to plan the language and literacy curriculum. It offers a starting point for thinking very specifically about goals and expectations. Your team may adapt the continuum to meet your own goals and district expectations.

Linking Assessment to Instruction

Sometimes assessment is administered and the results recorded, but then the process stops. Teachers are unsure what to do with the data or where to go next in their teaching. This continuum can be used as a bridge between assessment data and the specific teaching that students need. With assessment, you learn what students know; the continuum will help you think about what they need to know next.

Evaluation and Grading

The continuum can also serve as a guide for evaluating student progress over time. You can evaluate whether students are meeting grade-level standards. Remember that no student would be expected to demonstrate every single competency to be considered on grade level. *Grade level* is always a term that encompasses a range of levels of understanding at any given time.

Reporting to Parents

We would not recommend that you show parents such an overwhelming document as this continuum. It would get in the way of good conversation. However, you can use the continuum as a resource for the kind of specific information you need to provide to parents, but shape it into easy-to-understand language.

Guide to Intervention

Many students will need extra support in order to achieve the school's goals for learning. Assessment and observation will help you identify the specific areas in which students need help. Use the continuum to find the specific understandings that can guide intervention.

Organization of the Continuum

Eight continua are included in this document. They are arranged in the following way.

Grade-by-Grade

Seven of the continua are organized by grade level. Within each grade, you will find the continua for: (1) interactive read-aloud and literature discussion; (2) shared and performance reading; (3) writing about reading; (4) writing; (5) oral and visual communication; (6) technological communication; and (7) phonics, spelling, and word study. These seven continua are presented at each grade level, PreK through grade eight. You can turn to the section for your grade level and find all seven. If you have many students working below grade level, you can consult the next lower grade continuum in the area of interest; if you have students working above grade level, you can consult the continuum for the grade above for ideas.

Level-by-Level

The Guided Reading continuum is organized according to the Fountas & Pinnell text gradient levels A to Z (see Figure I–2). These levels typically correlate to grades K–8, but students may vary along them in their instructional levels. It is important for all students to receive guided reading instruction at a level that allows them to process texts successfully with teacher support.

Additional Resources

As an appendix for your reference, we have included a chart detailing standard "rules" for grammar and usage. This chart provides behaviors, principles, and examples that, in general, describe the kind of "standard" English that is expected in formal communication. As a speaker of this kind of English, sometimes called "media English," you follow almost all of these rules in your workplace without being able to state them explicitly, and that is how it should be. Language users have internalized these rules, and so they use them in an unconscious way, giving direct attention only when unsure. You will want to immerse students in language through hearing written language read aloud and through talk that is grounded in texts. Because you will be presenting them daily with many models of formal language and will also be creating a safe talking place for students, you may need to refer to this chart from time to time. We include it not so you can "correct" students or spend a great deal of time engaging them in exercises related to grammar; those actions don't really work. But as you observe students as they talk and write over time, you will want to look for evidence that they are expanding in their ability to use formal English. More information is provided at the beginning of the appendix.

FIGURE I–2 *Text Gradient*

F&P TEXT LEVEL GRADIENT™

FOUNTAS & PINNELL LEVELS	GRADE-LEVEL GOALS
A B C	Kindergarten
D E F G H	Grade One
I J K L	Grade Two
M N O P	Grade Three
Q R S	Grade Four
T U V	Grade Five
W X Y	Grade Six
Z	Grade Seven–Twelve
Z+	High School/Adult
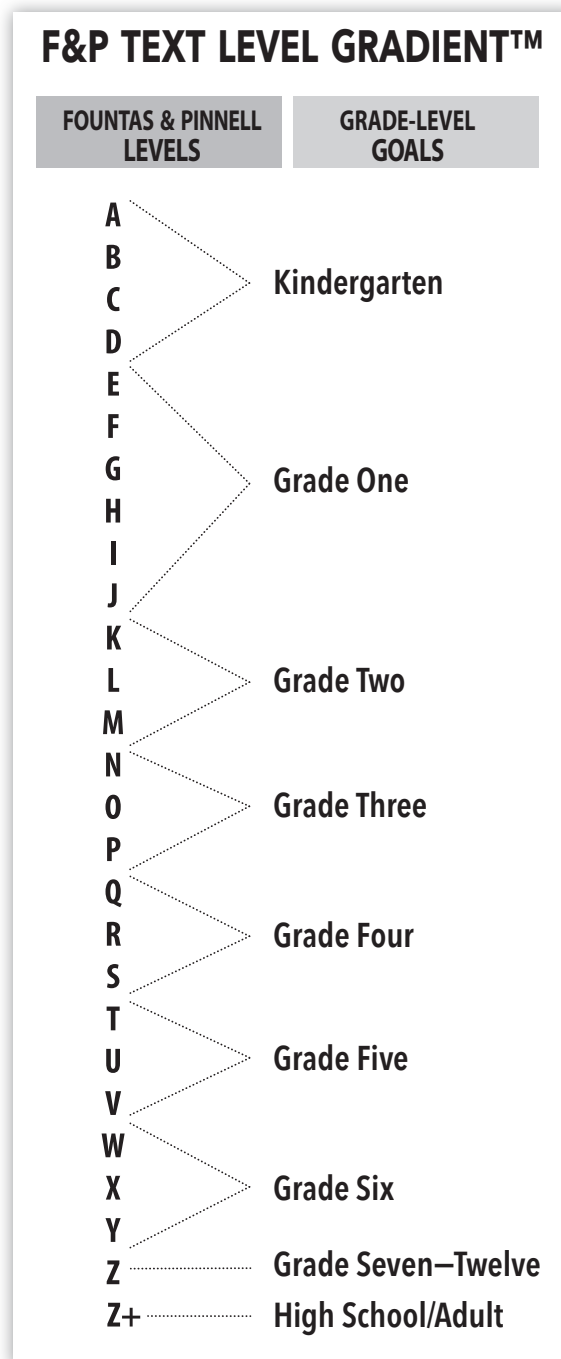
Ways Administrators or Staff Developers Can Use the Continuum

As a staff developer or an administrator, this document will give you a comprehensive view of language and literacy learning and how it changes and develops over time. The continuum is intended to provide teachers with a conceptual tool that they can use to

think constructively about their work. We want to support them in crafting instruction that will link their observations and deep knowledge of their own students with learning over time. Administrators and staff developers are the key to teachers' support systems as they grow in conceptual understanding of their work.

Foundation for Setting School and/or District Goals

Since this continuum is a detailed description of every aspect of the language arts, you may want to adopt the continuum as your goals for instruction. Alternatively, you may want to review the document to select goals for your school or district. Remember, too, that these grade-level expectations are consistent with state and national standards in general. Depending on local priorities, you may want to adjust them lower or higher.

Link to State and National Standards

This continuum was checked against numerous examples of state and national standards to assure consistency and comprehensiveness. In general, you will find *The Fountas & Pinnell Literacy Continuum* to be much more detailed and in many cases more rigorous than state standards; so, it offers a way to make your state goals more specific as a basis for instruction. What really matters is for educators in each school to take ownership of the goals, share them with colleagues, and make them an integral part of teaching.

Helping Administrators and Teachers Achieve a Common Vision

Examining the continuum together, administrators and teachers can discuss their common expectations for students' achievement in each curriculum area, grade by grade. They can compare current expectations with the document and focus on goals that they want their students to achieve. For example, a principal and teachers in an elementary school or middle school can work together over a few weeks or months. In grade-level groups they can examine one instructional area at a time and then share their perspectives with teachers of other grades. Looking across the grades will help them to understand a long continuum of learning, as well as to work more effectively with students who are below or above their own grade levels. Working intensively with the continuum at their own grade levels (and perhaps the level below), they can make specific plans for instruction in the particular area.

A Basis for Instructional Coaching

An instructional coach (often called a literacy coach) can use the continuum as a foundation for coaching conversations. It will be useful for coaches to help teachers become able to access information quickly in their copies of the continuum as part of their reflection on lessons they have taught and on their planning. In other words, the coach can help teachers really get to know the continuum as a tool so that they can access information easily on their own. Typically, the coach and teacher would use the continuum as a reference before, during, and after the observation of a lesson. The continuum enables the coach to focus the conversation on critical areas of teaching and learning— behaviors to notice, teach, and support to help students read, write, and talk proficiently. It is also an excellent tool for discussing and analyzing texts in a variety of genres and at

a variety of levels. The continuum will add specificity to the conversation that will extend teachers' understandings of learning processes and development over time.

Pre-Observation Conference

◗ The coach and teacher think about and analyze students' strengths, as well as their learning needs, referring to the continuum as appropriate.

◗ They may examine data from student assessment or the teacher's ongoing observation, again, using the continuum expectations as a reference.

◗ They may look at lesson artifacts—texts they are using or student writing—and consider them in the light of text characteristics for the particular area, thinking about the learning opportunities for students.

Observation of Lessons

◗ The continuum is not designed to be used as a checklist. Rather it is a foundation for discussing critical areas of development.

◗ The continuum offers a way of sharpening observation. During observation, coaches can keep in mind the evidence of student understanding and shifts in learning. This foundational knowledge will help the coach gather specific evidence of student learning that can be discussed later with the teacher.

Post-Observation Conference

◗ The continuum will provide a guide as to the appropriateness of texts or tasks in terms of students' current understandings and what they need to learn next.

◗ The coach and teacher can use the continuum to analyze the teaching and its effectiveness in meeting the goals discussed in the pre-observation conference.

◗ They can discuss examples of behaviors that provide evidence of student understanding or lack of understanding.

◗ They can also discuss teaching interactions that supported or extended student understanding, as well as potential interactions for working with the students in the next lesson.

◗ Together the coach and teacher can use the continuum to help set new learning goals for the students and to begin to plan for teaching.

The ultimate goals of every coaching interaction are to help the teacher expand knowledge of language and literacy learning and to analyze the effectiveness of the teaching. By talking about the ideas in the continuum and observing students carefully, teachers will come to understand more about the processes of learning language, reading, writing, and technology. The continuum serves as a guide that becomes internalized through its consistent use. Teachers who use it over time find that the understandings recorded in the continuum become part of their thinking and their teaching decisions.

Interactive Read-Aloud
and
Literature Discussion

Interactive Read-Aloud and Literature Discussion Continuum

In selecting curriculum goals for an interactive read-aloud, consider the text and opportunities for new learning. At all grade levels, students need to listen to and comprehend age-appropriate texts in a variety of genres and increasingly complex texts within those genres. Story problems, characters, content, and topics should be matched to the particular age group, with consideration of students' background, language, culture, experience, and interests. Also consider a variety of text formats and types of texts.

Beyond text selection, it is important to think about how to support readers' thinking within, beyond, and about a text. Before, during, and after listening to a text read-aloud, notice evidence of students' literal understanding. Did they pick up important information? Could they follow the plot? Could they remember important details? Students need to think beyond the text, making predictions and important connections. Look for evidence that they can notice and incorporate new information into their own understandings, as well as make inferences based on the available information. Finally, students need to form opinions about their reading and develop their own reading preferences. Look for evidence that they can think analytically about texts, noticing the writer's craft and style. It is also important for them to think critically about the quality, content, and accuracy of texts.

Interactive read-aloud is a powerful setting for teaching students to use academic language to talk about texts. The ability to use academic language is acquired over time—from talking about the book's title, author, and illustrator to using the highly sophisticated language that we expect in higher education, like *plot structure, character development,* and *expository text structures.* Daily, students experience high quality texts and are guided in rich discussion. You introduce and demonstrate academic language, and it becomes integral to the process of talking about texts.

Interactive read-aloud also offers you an opportunity to draw students' attention to significant features of the *peritext* (a space outside the body of the text). The peritext may include titles and subtitles, authors' names, prefaces, forewords, introductions, acknowledgments, epigraphs, glossaries, notes, illustrations, and design features that add to the aesthetic appeal and may have cultural significance or symbolic meaning. Elements of the peritext add meaning, communicate mood, and help readers interpret the text. It is part of the whole artistic creation that is the text. As you read aloud, you can point out these features and prompt students to notice them in the books they read independently and in guided reading lessons.

When students are actively listening to and discussing a text, all of the strategic actions for comprehending are in operation. (See Guided Reading continuum, pp. 399–630 and the inside front cover of this book.) In an interactive read-aloud, the listener is freed from decoding and is supported by the oral reader's fluency, phrasing, and stress—all elements of what we sometimes call *expression.* The scene is set for a high level of comprehending and engaging in thinking and talking about texts.

Interactive Read-Aloud and Literature Discussion

From prekindergarten through eighth grade, meaningful discussion is a part of inter-active read-aloud and book clubs (see Fountas and Pinnell 2001, 2006). We advocate intentional teaching through interactive read-aloud. Enjoyment and engagement are necessary, and you will find these goals easy to achieve as you select high-quality texts and read them to students. At the same time, take an active approach that allows you to teach for comprehension at a pace that comes *before* students can process texts at this level of complexity. They may not be able to read all of the words or parse the sentences, but they can think, talk, and write about the ideas, the stories, and the content of the texts you select. A structure for interactive read-aloud is shown in Figure I-1.

FIGURE I-1 *Structure of Interactive Read-Aloud*

Selection and Preparation	• *Select the text based on your observations of students and your curriculum goals for developing readers.* • *Prepare for the session by reading and analyzing the text and planning for embedded teaching.*
Opening	• *Say a few words about the text to engage students' interest and clarify some points on any aspect of the text (e.g., setting, background information neces-sary to understanding the text).*
Reading Aloud **Embedded Teaching** **Text Talk**	• *Read the text aloud to students.* • *Stop for a brief (preplanned) conversation at several places in the text.* • *Invite students to engage in talk that is grounded in the text.*
Discussion and Self-Evaluation	• *Have a discussion of the book.* • *Ask students to self-evaluate what they learned and what they contributed.*
Record of Reading	• *Write the title and author of the book on a "Books We Have Shared" chart displayed in the classroom.*
Written or Artistic Response (Optional)	• *Ask students to write or draw in response to the text.*

Texts for interactive read-aloud are very carefully selected, and often you will want to make a plan and sequence the texts over several weeks. Through a superb sequence of read-aloud texts, you can help your students

◗ become acquainted with literary language and elements, sharpening their ability to notice and think analytically about them;

◗ get to know authors and illustrators;

◗ explore topics related to social studies, the environment, and people of the world;

◗ examine a range of social issues that become increasingly important to them as they grow toward the teenage years;

◗ explore many different cultures and kinds of family life;

◗ become immersed in the study of genre;

◗ learn about human problems;

◗ learn about history;

◗ expand vocabulary and the ability to use academic language to talk about texts.

We have recommended the use of "text sets" that establish such sequences. It is very effective when teachers work together to assemble them (always changing in response to students' interests and needs).

Before you read a text aloud to students, read it yourself and analyze it. What is there to learn in the text? What good examples appear in the text? What is the central message of the text? The text characteristics for each grade will be helpful here. Then, make a plan for using the text. How will you open the session? Where in the text should you plan to stop for a brief discussion? Place sticky notes with comments or questions so that they will be right there when you need them.

You can open the session with a very brief introduction to the book. The primary purpose of these remarks is to get the students interested in the book, but your analysis might also reveal something students should know "going in," for example, a little bit about the period of history or other background information. You can share the names of the author and illustrator, connecting to any other books students know.

Then, move into the reading. (This is, perhaps, the most enjoyable time of the day.) Your reading doesn't have to be dramatic, but remember that one thing you are doing is showing the students a model of excellent oral reading. Stop at your preplanned spots for a very brief discussion. (Don't go into long discussions or students will lose meaning and engagement.) Also, at those same spots, encourage students to use the routine "turn and talk," which you can teach them during their first week of read-aloud sessions. During this time, all students have the opportunity to express their own ideas about the text, building up expertise for the final discussion.

When the reading is over, invite an open discussion of the text. You may have some key ideas to bring to students' attention, as well as some questions or thoughts of your own to express. You may ask students to clarify their statements or to question each other. Finally, ask them to self-evaluate. What did they learn from this story or informational text that is interesting or helpful? Ask them to think about their own contributions and how they helped the group.

Write the title and author of the text on a posted chart in the classroom. This chart will help students remember the book if they want to write about it in a Reader's Notebook or to read the text again. Also, well-selected texts become *mentor texts* on which you base reading and writing minilessons. You can look across the shared texts to talk about a writer's message or how characters are revealed. Students can use them as resources as they write pieces in the same genre.

The opportunity is always there to write or draw about the text, but you may occasionally want to take a more structured approach and ask students to address a particular question or write analytically about the text in some way. Don't follow every read-aloud session with writing, because it may detract from the enjoyment and dynamic nature of this instructional context.

Text-based talk is the central tool in learning in this instructional context. Students discuss the book as a whole class, but they also need to be engaged in more intimate routines like "turn and talk" (focused on any aspect of text). For a minute or two a few times within the larger discussion, these routines provide opportunities for individuals to engage in more talk than would otherwise be possible in a whole-group discussion.

Inserting such routines into your interactive read-aloud lesson will make whole-group discussions more lively and give all students the opportunity for active participation. After students have spent some time talking in pairs, triads, or small circles, they will become skilled in small-group discussion. After students have had a great deal of experience using the routines, you may decide they are ready for a more extended discussion with their peers in book clubs. You can find extensive information about these instructional approaches in *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8* (Fountas and Pinnell, Heinemann 2006).

Interactive read-aloud and literature discussion abound with *text talk*—shared talk in which students examine ideas and think about narrative, expository, or poetic texts. Every engagement gives students opportunities for thinking about texts in new ways. The more they have a chance to do it, the better they get at the academic language used for text talk. As students work together in groups, they develop a backlog of shared meanings that increasingly deepens their talk.

Interactive read-aloud and literature discussion are placed together in this continuum because in both settings we seek age-appropriate, grade-appropriate reading materials that have the potential to extend students' thinking and their ability to talk about texts. For prekindergarten students, literature discussion will take place during interactive read-aloud. But, as children gain more experience through turn-and-talk routines, they can begin to prepare for and engage in small-group discussions. For small-group literature discussion, students usually choose from several texts that you have preselected. If they can read the selection independently, they read at home or during the reading workshop. If they cannot read the text easily on their own, make an audio recording of it available. Sometimes, you will engage students in book clubs based on texts that you have read aloud to the entire class. Thus, in selecting and using books for interactive read-aloud and literature discussion, you do not need to consider a specific level, but you will want to think about the text characteristics as well as texts that are age and grade appropriate.

Framework for the Continuum of Learning

The continuum that follows is a guide for setting goals and creating instructional plans for interactive read-aloud and literature discussion. This continuum provides grade-by-grade information that includes

◗ characteristics of texts (descriptions of ten text factors to keep in mind when selecting and reading aloud texts);

◗ curriculum goals (descriptions of behaviors and understandings to notice and support to help readers think within, beyond, and about the text you have selected).

Characteristics of Texts for Interactive Read-Aloud and Literature Discussion

Ten text factors are important to consider when selecting texts for any kind of reading instruction. Figure I–2 provides descriptions of all ten text factors, with a focus on interactive read-aloud. As you use interactive read-aloud daily across the year, students accumulate a rich resource of texts that they hold in common. These texts can be used as examples for reading or writing minilessons. By reading aloud, you bring excellent writers into your classroom. When selecting texts for interactive read-aloud, consider the high level of support you need to provide to students to help them process and think

about the text. It is important to ensure that the vocabulary in the text is understandable to listeners, although you will always be expanding their understanding of new words. You don't need to worry about word-solving difficulty since you will be doing the decoding.

FIGURE I-2 *Ten Text Characteristics for Interactive Read-Aloud and Literature Discussion*

Genre	We have listed a variety of types of texts that are appropriate at each grade level. For the most part, you will want to use the full range of genres suggested for every grade level, but be selective about the particular examples you choose.
Text Structure	The structure of a text refers to the way it is organized. Fiction texts are generally organized in a narrative structure, with a problem and a sequence of events that leads to the resolution of the problem. Interactive read-aloud is a context in which listeners can internalize plot structure and learn how stories work. Nonfiction texts may also be narrative; biographies, for example, usually tell the stories like fiction texts do. But most informational texts are organized categorically by subtopic with underlying structures such as description; temporal sequence; chronological sequence; comparison and contrast; cause and effect; and problem and solution. Often these structures are used in combination. Interactive read-aloud and literature discussion provide a setting within which you can teach students to recognize and understand text structures.
Content	The subject matter of the text should be accessible and interesting to listeners. Over time, the sophistication and complexity of content can be increased. Although direct experiences are always necessary for learning, students can acquire a great deal of content knowledge from hearing written language read aloud. Content is helpful to listeners when they already have some prior knowledge to bring to understanding new information.
Themes and Ideas	The major ideas of the books you choose to read aloud should be appropriate for all students' age and background experience. Interactive read-aloud is an ideal way to stretch students' knowledge, but they must be able to make connections to their existing knowledge. They can extend their own understanding of the themes and ideas as they discuss them with others.
Language and Literary Features	The way the writer uses language creates the literary quality of a text. It is important to select texts that students can understand in terms of language and literary features. Interactive read-aloud and literature discussion provide opportunities to expand your students' ability to process literary language, including dialogue and figurative language. Other literary features include the development of elements such as setting, plot, and characters.
Sentence Complexity	The syntactic complexity of sentences–their length, word order, and the number of embedded phrases and clauses–is another key factor. Through the grades, students can generally understand sentences that are more complex than those they can read. Interactive read-aloud provides a way to help them gradually internalize many examples of more complex sentences. Discussion with others will help students unpack complex sentences and understand them better.
Vocabulary	Vocabulary refers to the words that an individual knows and understands in both oral and written language. The words that the writer has selected may present a challenge to readers. Written texts usually include many words that are not in our everyday oral vocabulary; we constantly expand vocabulary by reading or hearing written language read aloud. Through interactive read-aloud and literature discussion, students begin to use new vocabulary in their talk. Students can greatly expand their listening and speaking vocabulary.

Words	When selecting books for students to read for themselves, we always consider the challenges the words present: length, number of syllables, inflectional endings, and general ease of solving. In interactive read-aloud, however, the teacher processes the print, so word solving is not a factor in text selection. Also, for literature discussion, students may use audio recordings of texts that they are not yet ready to read independently. Attention to vocabulary will take into account word complexity.
Illustrations	Illustrations (or other forms of art) provide a great deal of information to readers and listeners. A high-quality picture book is a coherent form of literary art. Think of a picture book as a short story with beautiful illustrations. Picture books are appropriate for a wide range of ages and all genres. For students of all ages, illustrations increase engagement and enjoyment. They add to the mood of a text. Illustrations for younger students provide a great deal of information; for older students they help create mood. Informational texts (and increasingly some fiction texts) also include graphics in the form of maps, diagrams, and drawings. These graphics may provide information that is additional to the body of the text. Some graphics may be large enough for students to see and discuss during interactive read-aloud, but students may attend to them during small-group discussion.
Book and Print Features	When selecting books for interactive read-aloud, you consider the physical aspects of the text, such as length, size, and layout. Book and print features also include organizational tools like the table of contents, glossary, pronunciation guide, indexes, sidebars, and headings. They also include features outside the body of the text such as endpapers, dedication, author's note, referred to as *peritext*. All of these features may be pointed out and discussed during interactive read-aloud or literature discussion.

Curriculum Goals

We have stated curriculum goals in terms of behaviors and understandings to notice, teach, and support at each level. These systems of strategic actions are further divided into evidence that the reader is thinking *within, beyond,* and *about* the text. (See Guided Reading continuum, pp. 399–630 and the inside front cover of this book.)

◗ *Within the Text.* To effectively and efficiently process a text and derive the literal meaning, readers must solve the words and monitor and self-correct their reading. In interactive read-aloud, readers are relieved of the task of decoding and they hear fluent, phrased reading; but they must self-monitor their own understanding, remember information in summary form, and adjust their thinking to the understanding of different fiction and nonfiction genres.

◗ *Beyond the Text.* Readers make predictions and connections to previous knowledge and their own lives. They also make connections between and among texts. They bring background knowledge to listening to a text, synthesize new information by incorporating it into their own understandings. They think about what the writer has not stated but implied. Readers may infer the feelings and motivations of characters in fiction texts or the implications of the writer's statements in nonfiction. Interactive read-aloud provides many opportunities to support students' thinking beyond the literal meaning. By engaging students in discussion before and after reading, you can demonstrate how to think beyond the text and help them expand their own ability to do so. You can also stop at selected intervals while reading aloud to discuss text elements that prompt expanded thinking.

◗ *About the Text.* Readers think analytically about the text as an object, noticing and appreciating elements of the writer's craft, such as use of language, characterization, organization, and structure. Reading like a writer helps students notice aspects of craft and more fully enjoy a text, sometimes revisiting it. Readers also think critically about texts, evaluating the quality and considering the writer's accuracy or objectivity. Interactive read-aloud time is ideal time for demonstrating the kind of sophisticated thinking that effective readers do. It provides the opportunity for students to engage in analytic thinking about texts. In addition, the books you read aloud become a collection of shared texts that can be turned to again and again to notice more about the writer's craft.

Organization

This continuum is organized by grade level. For each grade level, the first part, Selecting Texts, describes text characteristics for the books you read aloud. The items are organized according to the ten text characteristics listed in Figure I-2. You are reading the books, of course, so you can make available texts that students cannot yet read for themselves. But you will still want to consider

◗ the complexity and challenge of the genre;

◗ the vocabulary that students can stretch to understand;

◗ the age-appropriateness of the content and concepts;

◗ the appeal to students at this age.

In other words, the books must be appropriate for the age of your students. Use this continuum as a guide in selecting texts and to help you analyze the challenges and learning opportunities in them.

In the next section for each grade, Selecting Goals, we list goals that are categorized for thinking *within, beyond,* and *about* texts. The goals for using fiction and nonfiction texts are categorized by areas of understanding. The shape of the bullet designates the behavior as thinking within the text [●], beyond the text [◆], or about the text [■]. These goals are stated in the form of specific behaviors and understandings students need to develop in order to understand and learn from the texts that are being read.

For the text characteristics and goals, new items for the grade level are marked with a red bullet. This will help you find the new challenges quickly. But don't forget that *all* of the text characteristics and goals are important. In other words, the behavior or understanding may be the same, but students are challenged to *apply* it to more complex texts at each grade level.

Using the Interactive Read-Aloud and Literature Discussion Continuum

You can use this guide to set overall curriculum goals for grades PreK–8, or you can refer to it as you plan for interactive read-aloud. However, the continuum does not reference specific texts, topics, or content areas. Using the text characteristics, select a variety of high-quality texts with content that engages your students' interests, emotions, and intellectual curiosity. Consider topics of study in science and social studies for your grade level. You can apply the continuum's goals in connection with your district or state requirements and standards.

We use the term *intentional conversation* to describe the instructional moves you make during the conversation surrounding books in interactive read-aloud or in small-group literature discussion. Your first goals when reading aloud to your students and engaging them in small-group discussions are to engage their interest and intellect, to make the occasion enjoyable, and to guide them in active conversation. Interactive read-aloud and literature discussion give students opportunities to share their own ideas, to express their own meanings, and to contribute to deeper understanding of the text. Through the text examples, students develop understandings about their physical and social world. Conversation must be genuine. You are always keeping in mind your curriculum goals, and that is what makes the conversation intentional.

Without being heavy handed or stifling students' comments, you can guide the conversation so that students are constantly expanding their thinking. During the interactive read-aloud and literature discussion, the teacher

- ◗ keeps in mind the systems of strategic actions that readers must use;
- ◗ knows the text deeply and understands its demands and the opportunities it provides for new learning;
- ◗ provides conversational leads to focus students' attention;
- ◗ models and demonstrates behaviors that help students achieve better understanding;
- ◗ asks students to share their thinking in a focused way;
- ◗ prompts students to listen to and respond to one another rather than always being the center of the conversation;
- ◗ keeps the conversation grounded in the text;
- ◗ turns the conversation back to students, asking for deeper thinking;
- ◗ requires students to be accountable for their comments, asking for more than opinion and asking for evidence from the text or personal experience;
- ◗ gives feedback to students on what they are learning and the kinds of thinking they are doing;
- ◗ asks students to self-evaluate their conversation about the text.

You will find that interactive read-aloud and literature discussion provide rich opportunities for every student to expand background knowledge, experience age-appropriate and grade-appropriate text, and learn a variety of ways to think deeply and use academic language to talk about an engaging text.

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion

Interactive Read-Aloud and Literature Discussion

GENRE

▶ **Fiction**
- Realistic fiction
- Folktale
- Simple animal fantasy

▶ **Nonfiction**
- Simple factual texts
- Memoir (personal memory story)
- Simple procedural texts

FORMS
- Picture books
- Wordless picture books
- Label books
- Short poems
- Nursery rhymes, rhymes, and songs
- Concept books
- ABC books
- Counting books
- Books with texture, padding, pop-ups, unusual features that promote interaction

TEXT STRUCTURE
- Simple narrative with beginning, series of episodes, and ending
- Many texts with repeating episodes
- Some texts with nonnarrative structure
- Most texts focusing on a single topic, usually one idea per page
- Underlying structural patterns: simple description, some temporal sequence, some question and answer

CONTENT
- Content that is appropriate for children's cognitive development, social and emotional maturity, and life experience
- Content that engages children's intellectual curiosity and emotions
- Language and word play: e.g., rhymes, nonsense, alliteration, and alphabet
- Content that reflects early conceptual understandings: e.g., colors, shapes, counting, sorting, size, alphabet, position
- Everyday actions familiar to young children: e.g., playing, making things, eating, getting dressed, bathing, cooking, shopping

- Familiar topics that are authentic and relevant: e.g., animals, pets, families, friends, growing and health, school, neighborhood, weather and seasons, food, plants
- Humor that is easy to grasp: e.g., silly characters, funny situations
- Content that reinforces and expands a child's experience and knowledge of self and the world
- A few topics that may be beyond children's immediate experiences
- Content that reflects a wide range of settings and cultures
- Realistic characters, settings, and events that occur in realistic fiction
- Imaginary characters, events (some nonsensical and funny), and settings that occur in fantasy
- Content that reflects beginning understanding of the physical and social world

THEMES AND IDEAS
- Themes reflecting everyday life: e.g., self, family relationships, home, friendship, community, diversity, first responsibilities, imagination, fears, courage, nature
- Clear, simple ideas easy to identify
- Ideas close to children's experience: e.g., taking care of self, staying healthy, expressing feelings, sharing with others, caring for others, helping your family, going to school, caring for your world, valuing differences, being part of a community

LANGUAGE AND LITERARY FEATURES
- A few simple elements of fantasy: e.g., talking animals
- Predictable story outcomes typical of traditional literature: e.g., cleverness overcomes physical strength, good defeats evil
- Familiar settings close to children's experience
- Both realistic and fantastic settings, events, and characters
- Memorable characters that are straightforward, uncomplicated, and predictable

- Characters with one or two simple traits: e.g., kind, generous, sly, brave, silly, wise, greedy
- Characters that do not change or that change in simple ways for clear reasons
- Characters' actions related to clear consequences: e.g., reward for trying hard
- Predictable sequence of events
- Language used to make comparisons
- Some poetic language, often using notable sound devices: e.g., rhythm, rhyme, repetition, refrain, onomatopoeia
- Simple dialogue and dialogue with pronouns (assigned by *said* in many texts) easily attributed to characters
- Some repetitive dialogue
- Some literary language typical of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*

SENTENCE COMPLEXITY
- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Simple sentences with subject and predicate
- Variety of language structures
- Sentences with clauses and phrases
- Sentences that are questions
- Sentences with adjectives, adverbs, and prepositional phrases

VOCABULARY
- A few interesting words that are new to children but easy to understand in context
- Some memorable words that children can take on as language play
- All words that are in common oral vocabulary for young children (Tier 1)
- Many simple adjectives describing people, places, or things
- A few simple adverbs that describe action
- Common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships ideas): e.g., *and, but, so, because, before, after*

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion *(cont.)*

Interactive Read-Aloud and Literature Discussion

ILLUSTRATIONS

- Large, clear, colorful illustrations in a variety of media that fully support meaning
- Illustrations that add meaning to the text
- Very simple illustrations with no distracting detail
- Some illustrations with labels

BOOK AND PRINT FEATURES

LENGTH

- Short picture books that can be read in one sitting

PRINT AND LAYOUT

- Some picture books with print large enough for children to see during read-aloud
- Some print in speech bubbles
- Some books with special features that engage interest and make texts interactive: e.g., pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- Some books with decorative or informative illustrations, engaging designs that catch the attention, and/or print or illustrations outside the body of the text (peritext)

PUNCTUATION

- Simple punctuation: e.g., period, question mark, exclamation mark

ORGANIZATIONAL TOOLS

- Title, author, and illustrator listed on cover and on title page

TEXT RESOURCES

- Some books with dedication, author's note, about the author and/or illustrator

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

Interactive Read-Aloud and Literature Discussion

FICTION 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
- Understand that the teacher reads the print, not the pictures
- Understand that the teacher must hold the book right side up
- Mimic the teacher's expression and word stress when reenacting a text or joining in
- Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- Gain new information from both pictures and print
- Recognize simple problems that occur in everyday life
- Give reasons (either text-based or from personal experience) to support thinking
- Relate texts to their own lives
- Use background knowledge to understand settings, problems, and characters
- Recognize and understand that stories may be about different kinds of people and different places
- Make connections (e.g., content, topic, theme) across texts that are read aloud
- Recognize that an author or illustrator may write or illustrate several books
- Express opinions about a text: e.g., interesting, funny, exciting
- Articulate why they like a text

Genre
- Understand that there are different types of books and that you can notice different things about them
- Understand when a story could happen in real life (realistic fiction) and when it could not happen in real life (folktales, animal fantasy)
- Notice story outcomes typical of traditional literature: e.g., cleverness overcomes physical strength, good defeats evil

Messages and Themes
- Infer the "lesson" in traditional literature
- Infer meanings in a story using understandings and experiences from their own lives: e.g., taking care of self, staying healthy, expressing feelings, sharing with others, caring for others, helping your family, going to school, caring for your world, valuing differences
- Understand that a fiction text can have different meanings for different people
- Understand that a book can have more than one message or big idea
- Notice when a writer or storyteller is "teaching a lesson"

Setting
- Recognize and understand that texts may have settings related to different places and different people

Plot
- Follow the events in simple narratives
- Notice and understand a simple plot with problem and solution
- Check on understanding of the plot of the story and ask questions if meaning is lost
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Tell the problem in a story and how it is resolved
- Predict what will happen next in a story
- Predict story outcomes

Character
- Notice and remember characters in simple narratives
- Infer a character's feelings using text and pictures
- Notice when a character changes or learns a lesson
- Express opinions about characters in a story: e.g., funny, bad, silly, nice, friendly
- Learn from vicarious experiences with characters in stories
- Understand that animals in stories sometimes act like people (animal fantasy)
- Understand that the same type of characters may appear over and over again in traditional literature: e.g., sly, brave, silly, wise, greedy

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

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

Interactive Read-Aloud and Literature Discussion

FICTION TEXTS *(continued)*

Style and Language
- Play with words or language orally: e.g., nonsense words or refrains from texts that are read aloud
- Understand sentences that are simple but may be different from oral language
- Follow and understand simple dialogue with a clear idea about who is speaking
- ▪ Notice a writer's use of repetition, refrains, and rhythm
- ▪ Notice a writer's use of playful or poetic language: e.g., nonsense words, rhythm, rhyme, repetition, onomatopoeia, alliteration
- ▪ Recognize a writer's use of humor
- ▪ Understand the meaning of some literary language (the language of books in contrast to typical oral language)
- ▪ Notice and remember literary language patterns that are characteristic of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*

Vocabulary
- Notice and acquire understanding of new vocabulary from read-aloud content
- Understand the meaning of simple nouns, verbs, adjectives, adverbs, prepositions, and simple connectives (when listening to a story)
- Use new vocabulary in discussion of a text
- ▪ Use some academic language to talk about texts: e.g., *ABC book, poem, song, cover, title, author, illustrator, page, text, illustration, photograph, beginning, ending, problem*

Illustrations
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Tell stories in response to pictures
- ◆ Understand that illustrations can have different meanings for different people
- ▪ Understand that an illustrator created the pictures in the book

Book and Print Features
- Notice letters, words, simple phrases, or sentences that are large enough to see, especially when they are repeated
- Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-through holes, sound effects

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

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
- Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text
- Understand and talk about everyday activities: e.g., playing, making things, eating, getting dressed, bathing, cooking, shopping
- Understand content that reflects beginning understanding of physical world and social world: e.g., mathematics, social studies, science, health, arts
- Understand that the teacher reads the print, not the pictures
- Understand that the teacher must hold the book right side up
- Mimic the teacher's expression and word stress when reenacting a text or joining in
- Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- ◆ Gain new information from both pictures and print
- ◆ Understand simple problems that occur in everyday life
- ◆ Give reasons (either text-based or from personal experience) to support thinking
- ◆ Use background knowledge to understand texts that are read aloud
- ◆ Relate texts to their own lives
- ◆ Recognize and understand that texts may be about different kinds of people and different places
- ■ Recognize that an author or illustrator may write or illustrate several books
- ■ Identify and discuss interesting information in a text
- ■ Express opinions about a text: e.g., interesting, funny, exciting
- ■ Articulate why they like a text

Genre
- Understand that there are different types of books and that you can notice different things about them
- ■ Notice when a book is nonfiction (true information)
- ■ Notice characteristics of some specific nonfiction genres: e.g., simple factual text, memoir (personal memory story)

Organization
- ■ Understand that some nonfiction texts are like a story (narrative structure)
- ■ Understand that some nonfiction texts tell information and are not like a story (nonnarrative structure)
- ■ Notice simple text organization in nonnarrative texts: e.g., ABC, bigger to smaller, smaller to bigger
- ■ Understand that a writer can tell about something that usually happens in the same order (temporal sequence)
- ■ Notice when a writer is telling information in order (a sequence)
- ■ Notice when a writer uses structural patterns such as simple description, temporal sequence, question and answer
- ■ Identify a nonfiction writer's use of time order or other established sequences such as numbers, time of day, days of the week, seasons

Topic
- Understand and talk about familiar topics: e.g., animals, pets, families, friends, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants
- ◆ Show curiosity about a topic
- ◆ Infer the importance of a topic
- ■ Understand that a writer is presenting facts about a single topic
- ■ Understand that a writer has a purpose in writing about a topic

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

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

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS *(continued)*

Messages and Main Ideas
- ◆ Understand that a nonfiction text can have different meanings for different people
- ◆ Make connections among the content and ideas (e.g., taking care of self, staying healthy, expressing feelings, sharing with others, caring for others, helping your family, going to school, caring for your world, valuing differences) across texts that are read aloud
- ■ Understand that a writer can have more than one message or big idea

Style and Language
- ● Understand sentences that are simple but may be different from oral language
- ● Understand sentences with phrases and clauses when they are read aloud
- ■ Notice a writer's use of rhythm, refrain, and repetition
- ■ Notice a writer's use of playful or poetic language: e.g., nonsense words, onomatopoeia, alliteration, rhythm, rhyme

Vocabulary
- ● Notice and acquire understanding of new vocabulary from read-aloud content
- ● Use new vocabulary in discussion of a text
- ● Understand the meaning of simple nouns, verbs, adjectives, adverbs, prepositions, and simple connectives when listening to a nonfiction text read aloud
- ■ Use some academic language to talk about texts: e.g., *ABC book, poem, song, cover, title, author, illustrator, page, text, illustration, photograph, beginning, ending, problem*

Illustrations/Graphics
- ● Gain new understanding from illustrations
- ◆ Understand that illustrations can have different meanings for different people
- ■ Understand that an illustrator created the pictures in the book

Book and Print Features
- ● Notice letters, words, simple phrases, or sentences that are large enough to see, especially when they are repeated
- ● Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-through holes, sound effects

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

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion

Interactive Read-Aloud and Literature Discussion

GENRE

▶ **Fiction**
- Realistic fiction
- Folktale
- Simple animal fantasy

▶ **Nonfiction**
- Simple factual texts
- Memoir (personal memory story)
- Procedural texts

FORMS
- Picture books
- Wordless picture books
- Label books
- Short poems
- Nursery rhymes, rhymes, and songs
- Poetry collections
- Concept books
- ABC books
- Counting books

TEXT STRUCTURE
- Simple narrative with beginning, middle, several episodes, and ending
- Many texts with repeating episodes or patterns
- Some texts with nonnarrative structure
- Stories with simple plot (problem and solution)
- Most informational texts focusing on a single topic, usually one idea per page
- Underlying structural patterns: description, temporal sequence, question and answer

CONTENT
- Content that is appropriate for children's cognitive development, social and emotional maturity, and life experience
- Content that engages children's intellectual curiosity and emotions
- Language and word play: e.g., rhymes, nonsense, alliteration, and alphabet
- Content that reflects early conceptual understandings: e.g., colors, shapes, counting, sorting, size, alphabet, position

- Everyday actions familiar to young children: e.g., playing, making things, eating, getting dressed, bathing, cooking, shopping
- Familiar topics that are authentic and relevant: e.g., animals, pets, families, friends, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants
- Humor that is easy to grasp: e.g., silly characters, funny situations
- Content that reinforces and expands a child's experience and knowledge of self and the world
- A few topics that may be beyond children's immediate experiences
- Content that reflects a wide range of settings, languages, and cultures
- Some content linked to specific areas of study as described by the school curriculum or standards
- Realistic characters, settings, and events that occur in realistic fiction
- Imaginary characters, events (some nonsensical and funny), and settings that occur in fantasy
- Content that reflects beginning understanding of the physical and social world

THEMES AND IDEAS
- Themes reflecting everyday life: e.g., self, family relationships, home, friendship, community, diversity, first responsibilities, imagination, fears, courage, nature
- Clear, simple ideas easy to identify
- Ideas close to children's experience: e.g., taking care of self, staying healthy, expressing feelings, sharing with others, caring for others, helping your family, going to school, caring for your world, valuing differences, being part of a community

LANGUAGE AND LITERARY FEATURES
- A few simple elements of fantasy: e.g., talking animals
- Predictable story outcomes typical of traditional literature: e.g., cleverness overcomes physical strength, good defeats evil

- Familiar settings close to children's experience
- Both realistic and fantastic settings, events, and characters
- Memorable characters that are straightforward, uncomplicated, and predictable
- Characters with one or two simple traits: e.g., kind, generous, sly, brave, silly, wise, greedy
- Characters that do not change or that change in simple ways for clear reasons
- Characters' actions related to clear consequences: e.g., reward for trying hard
- Predictable sequence of events
- Simple plot with problem and solution
- Language used to make comparisons
- Descriptive language, including made-up words and other playful forms
- Some poetic language, often using notable sound devices: e.g., rhythm, rhyme, repetition, refrain, onomatopoeia
- Simple dialogue and dialogue with pronouns (assigned by *said* in many texts) easily attributed to characters
- Some repetitive dialogue
- Some simple procedural language
- Some literary language typical of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*

SENTENCE COMPLEXITY
- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Simple sentences with subject and predicate
- Variety of language structures
- Sentences with clauses and phrases
- Sentences that are questions
- Sentences with adjectives, adverbs, and prepositional phrases

VOCABULARY
- A few interesting words that are new to children but easy to understand in context
- A few new content words related to concepts that are easy to understand
- Some memorable words that children can take on as language play

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion *(cont.)*

Interactive Read-Aloud and Literature Discussion

- Almost all words that are in common oral vocabulary for young children (Tier 1)
- Many simple adjectives describing people, places, or things
- A few simple adverbs that describe action
- Common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships ideas): e.g., *and, but, so, because, before, after*

ILLUSTRATIONS

- Large, clear, colorful illustrations in a variety of media that fully support meaning
- Illustrations that add meaning to the text
- Very simple graphics with no distracting detail
- Some drawings with labels

BOOK AND PRINT FEATURES

LENGTH

- Short picture books that can be read in one sitting

PRINT AND LAYOUT

- Some picture books with print large enough for children to see during read-aloud
- Some print in speech bubbles
- Some books with special features that engage interest and make texts interactive: e.g., pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- Some books with decorative or informative illustrations, engaging designs that catch the attention, and/or print or illustrations outside the body of the text (peritext)

ORGANIZATIONAL TOOLS

- Title, author, and illustrator listed on cover and on title page

TEXT RESOURCES

- Some books with dedication, author's note

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

Interactive Read-Aloud and Literature Discussion

FICTION 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
- Understand that the teacher reads the print, not the pictures.
- Understand that the teacher must hold the book right side up
- Mimic the teacher's expression and word stress when reenacting a text or joining in
- Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- Tell what happened in a text after hearing it read
- Gain new information from both pictures and print
- Recognize and understand simple problems that occur in everyday life
- Give reasons (either text-based or from personal experience) to support thinking
- Relate texts to their own lives
- Use background knowledge to understand settings, problems, and characters
- Recognize and understand that stories may be about different kinds of people and different places
- Make connections (e.g., content, topic, theme) across fiction texts that are read aloud
- Use evidence from the text to support statements about the text
- Understand that a writer has a purpose in writing a fiction text
- Identify a fiction writer's use of time order or other established sequences such as numbers, time of day, days of the week, seasons
- Recognize that an author or illustrator may write or illustrate several books
- Connect texts by obvious categories: e.g., author, character, topic, genre, illustrator
- Express opinions about a text: e.g., interesting, funny, exciting
- Articulate why they like a text

Genre
- Understand that there are different types of books and that you can notice different things about them
- Notice and understand the characteristics of some specific fiction genres: e.g., realistic fiction, folktale, animal fantasy
- Understand that fiction stories are imagined

- Understand when a story could happen in real life (realistic fiction) and when it could not happen in real life (folktales, animal fantasy)
- Notice story outcomes typical of traditional literature: e.g., cleverness overcomes physical strength, good defeats evil
- Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs

Messages and Themes
- Infer the "lesson" in traditional literature
- Understand that the "lesson" in fantasy or traditional literature can be applied to their own lives
- Infer simple messages in a work of fiction
- Notice and infer the importance of ideas relevant to their world: e.g., sharing, caring for others, doing your job, helping your family, taking care of self, staying healthy, caring for the world or environment, valuing differences, expressing feelings
- Understand that a fiction text can have different meanings for different people
- Notice and understand obvious themes: e.g., imagination, courage, fear, friendship, family, relationships, self, home, nature, growing, behavior, community, first responsibilities, diversity, feelings
- Understand that a book can have more than one message or big idea
- Notice when a fiction writer is "teaching a lesson"
- Notice recurring themes or motifs in traditional literature and fantasy: e.g., talking animals, magic, good and bad characters

Setting
- Recall important details about setting after a story is read
- Recognize and understand that texts may have settings related to different places and people

Plot
- Follow the events in simple narratives
- Notice and understand a simple plot with problem and solution
- Check understanding of the plot of the story and ask questions if meaning is lost
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Include the problem and its resolution in telling what happed in a text
- Predict what will happen next in a story
- Predict story outcomes

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

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

Interactive Read-Aloud and Literature Discussion

FICTION TEXTS *(continued)*

Character
- ● Notice and remember characters in simple narratives
- ● Understand that animals in stories sometimes act like people (animal fantasy)
- ● Recall important details about characters after a story is read
- ◆ Infer a character's traits from story events
- ◆ Infer a character's traits from the physical details the illustrations include about them
- ◆ Infer characters' intentions, feelings, and motivations using text and pictures
- ◆ Notice when a character changes or learns a lesson
- ◆ Express opinions about characters and their behavior: e.g., funny, bad, silly, nice, friendly
- ◆ Learn from vicarious experiences with characters in stories
- ■ Understand that the same types of characters may appear over and over again in traditional literature: e.g., sly, brave, silly, wise, greedy

Style and Language
- ● Play with words or language orally: e.g., nonsense words or refrains from texts that are read aloud
- ● Understand sentences that are simple but may be different from oral language
- ● Follow and understand simple, assigned dialogue with a clear idea about who is speaking
- ■ Notice when a book has repeating episodes or language patterns
- ■ Notice a writer's use of playful or poetic language: e.g., nonsense words, rhythm, rhyme, repetition, onomatopoeia, alliteration
- ■ Notice a writer's use of descriptive language including invented words and other playful forms
- ■ Recognize a writer's use of humor
- ■ Understand the meaning of some literary language (language of books as opposed to typical oral language)
- ■ Notice and remember literary language patterns that are characteristic of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*

Vocabulary
- ● Notice and acquire understanding of new vocabulary from read-aloud content
- ● Use new vocabulary in discussion of a text
- ● Acquire new content words from texts and graphics, including labels for familiar objects, familiar animals, some new animals, and human activities
- ■ Use some academic language to talk about fiction genres: e.g., *fiction, folktale*
- ■ Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, poem, poetry, nursery rhyme, rhyme, song*
- ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character*
- ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label*

Illustrations
- ● Understand that an illustrator created the pictures in the book
- ● Tell the important events of a story using the pictures (after hearing the text read several times)
- ● Tell stories in response to pictures
- ◆ Understand that illustrations can have different meanings for different people
- ◆ Think about what characters are feeling from their facial expressions or gestures
- ◆ Notice that the background details in pictures often reveal characters' feelings or traits

Book and Print Features
- ● Notice letters, words, simple phrases, or sentences that are large enough to see especially when they are repeated
- ● Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- ● Notice a book's title and its author and illustrator on the cover and title page
- ● Notice text resources outside the body (peritext): e.g., dedication, author's note, endpapers
- ■ Understand the purpose of some organizational tools: e.g., title, table of contents
- ■ Understand the purpose of some text resources: e.g., dedication, author's note

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

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

Interactive Read-Aloud and Literature Discussion

INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION

NONFICTION TEXTS

General
- Understand that the teacher reads the print, not the pictures
- Understand that the teacher must hold the book right side up
- 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
- Understand and talk about everyday activities: e.g., playing, making things, eating, getting dressed, bathing, cooking, shopping
- Understand content that reflects beginning understandings of physical world and social world: e.g., health, social studies, science, mathematics, arts
- Mimic the teacher's expression and word stress when reenacting a text or joining in
- Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- Tell the important information in a text after hearing it read
- Gain new information from both pictures and print
- Understand simple problems that occur in everyday life
- Give reasons (either text-based or from personal experience) to support thinking
- Use background knowledge to understand texts that are read aloud
- Relate texts to their own lives
- Recognize and understand that nonfiction texts may be about different kinds of people and different places
- Use evidence from the text to support statements about the text
- Use basic conceptual understandings to understand a nonfiction text: e.g., colors, shapes, counting, sorting, size, alphabet, positions, textures
- Recognize that an author or illustrator may write or illustrate several books
- Identify and discuss interesting information in a text
- Express opinions about a text: e.g., interesting, funny, and exciting
- Articulate why they like a text
- Connect texts by obvious categories: e.g., author, character, topic, genre, illustrator

Genre
- Understand that there are different types of texts and that you can notice different things about them
- Understand when a book is nonfiction (true information)
- Notice and understand the characteristics of some specific nonfiction genres: e.g., simple factual text, memoir (personal memory story), procedural text
- Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs

Organization
- Understand that some nonfiction books are like a story (narrative structure)
- Understand that some nonfiction books tell information and are not like a story (nonnarrative structure)
- Notice simple text organization: e.g., ABC, bigger to smaller, smaller to bigger
- Notice when a writer uses a question-and-answer structure
- Identify the organization of a text: e.g., time order or established sequences such as numbers, time of day, days of the week, or seasons
- Notice when a writer is telling information in order (a sequence)
- Understand that a writer can tell about something that usually happens in the same order (temporal sequence)
- Notice that a nonfiction writer puts together information related to the same topic (category)

Topic
- Understand and talk about familiar topics: e.g., animals, families, pets, food, plants, school, friends, growing, the five senses, neighborhood, weather and seasons, health
- Show curiosity about topics
- Infer the importance of a topic
- Infer the writer's attitude toward a topic (how the writer "feels")
- Understand that a writer is presenting facts about a single topic
- Understand that a writer has a purpose in writing about a topic
- Understand that a writer may be telling about something that happened in his life (memoir)

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

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

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS *(continued)*

Messages and Main Ideas
- ◆ Understand that a nonfiction text can have different meanings for different people
- ◆ Make connections among the content and ideas across texts that are read aloud: e.g., animals, pets, families, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants
- ◆ Connect the information in nonfiction books to curriculum areas studied at school
- ◆ Infer the significance of nonfiction content to their own lives
- ■ Understand that a writer can have more than one message or big idea

Style and Language
- ● Understand sentences that are simple but may be different from oral language
- ● Understand sentences with embedded clauses and phrases
- ■ Notice a writer's use of rhythm, refrain, and repetition
- ■ Notice when a text has repeating episodes or language patterns
- ■ Notice a writer's use of playful or poetic language
- ■ Recognize some authors by the topics they choose or the style of their illustrations

Vocabulary
- ● Notice and acquire understanding of new vocabulary from read-aloud content
- ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities
- ● Use new vocabulary in discussion of a text
- ● Understand the meaning of simple nouns, verbs, adjectives, adverbs, prepositions, and simple connectives when listening to a nonfiction text read aloud

- ■ Use some academic language to talk about nonfiction genres: e.g., *nonfiction, personal memory story*
- ■ Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, counting book, poem, poetry, nursery rhyme, rhyme, song*
- ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem*
- ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label*

Illustrations/Graphics
- ● Gain new understanding from illustrations
- ● Notice and search for information in simple graphics: e.g., drawing with label
- ◆ Understand that illustrations can have different meanings for different people
- ■ Understand that an illustrator created the pictures in the book

Book and Print Features
- ● Notice letters, words, simple phrases, labels, or sentences that are large enough to see especially when they are repeated
- ● Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- ● Notice a book's title and its author and illustrator on the cover and title page
- ● Notice some text resources outside the body (peritext): e.g., dedication, author's note, endpapers
- ■ Understand the purpose of some organizational tools: e.g., title, table of contents
- ■ Understand the purpose of some text resources: e.g., dedication, author's note

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

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion

Interactive Read-Aloud and Literature Discussion

GENRE

▶ **Fiction**

■ Realistic fiction
■ Traditional literature: e.g., folktale, fairy tale, fable
■ Animal fantasy

▶ **Nonfiction**

■ Simple expository texts
■ Simple narrative nonfiction
■ Simple biography
■ Memoir
■ Procedural texts
■ Simple persuasive texts

FORMS

■ Series books
■ Picture books
■ Wordless picture books
■ A few beginning chapter books
■ Label books
■ Poems
■ Nursery rhymes, rhymes, and songs
■ Poetry collections
■ Plays
■ Concept books
■ ABC books
■ Counting books

TEXT STRUCTURE

■ Simple narrative with straightforward structure (beginning, middle, several episodes, and ending), but more episodes included
■ Many texts with repeating episodes or patterns
■ Some texts with nonnarrative structure
■ Stories with simple plot (problem and solution)
■ Underlying structural patterns: description, temporal sequence, question and answer
■ Informational texts with clearly defined overall structure and simple categories

CONTENT

■ Content that is appropriate for children's cognitive development, social and emotional maturity, and life experience
■ Content that engages children's intellectual curiosity and emotions
■ Language and word play: e.g., rhymes, nonsense, alliteration, alphabet
■ Content that reflects early conceptual understandings: e.g., colors, shapes, counting, sorting, size, alphabet, position
■ Everyday actions familiar to young children: e.g., playing, making things, eating, cooking, shopping
■ Familiar topics that are authentic and relevant: e.g., animals, pets, families, friends, the five senses, health and illness prevention, systems of the human body, school, neighborhood, weather and seasons, food, plants
■ Humor that is easy to grasp: e.g., silly characters, funny situations, jokes, word play
■ Content that reinforces and expands a child's experience and knowledge of self and the world
■ Some topics that may be beyond most children's immediate experiences: e.g., nutrition, wild animals, environments such as ocean and desert, space
■ Content that reflects a wide range of settings, languages, and cultures
■ Some content linked to specific areas of study as described by the school curriculum or standards
■ Realistic characters, settings, and events that occur in realistic fiction
■ Imaginary characters, events (some nonsensical and funny), settings that occur in fantasy
■ Content that reflects increasing understanding of the physical and social world

THEMES AND IDEAS

■ Themes reflecting everyday life: e.g., self, family relationships, home, friendship, community, diversity, first responsibilities, imagination, fears, courage, nature
■ Clear, simple ideas easy to identify
■ Ideas close to children's experience: e.g., taking care of self, staying healthy, expressing feelings, sharing with others, caring for others, helping your family, doing your job, caring for your world, valuing differences, being part of a community

LANGUAGE AND LITERARY FEATURES

■ Elements of traditional literature and modern fantasy: e.g., the supernatural, talking animals
■ Basic motifs of traditional literature and modern fantasy: e.g., struggle between good and evil, magic, fantastic or magical objects, wishes, trickery, transformations
■ Predictable story outcomes typical of traditional literature: e.g., cleverness overcomes physical strength, good defeats evil
■ Familiar settings close to children's experience
■ Both realistic and fantastic settings, events, and characters
■ Memorable characters that are straightforward, uncomplicated, and predictable
■ Characters with one or two simple traits: e.g., kind, generous, sly, brave, silly, wise, greedy
■ Characters that do not change or that change in simple ways for clear reasons
■ Characters' actions related to clear consequences: e.g., reward for trying hard
■ Main characters and supporting characters
■ Predictable sequence of events
■ Simple plot with problem and solution
■ Language used to make comparisons
■ Descriptive language, including made-up words and other playful forms
■ Some figurative language: e.g., metaphor, simile
■ Some poetic language, often using notable sound devices: e.g., rhythm, rhyme, repetition, refrain, onomatopoeia
■ Simple dialogue and dialogue with pronouns (assigned by *said* in many texts) easily attributed to characters
■ Some repetitive dialogue
■ Persuasive language
■ Procedural language: e.g., step-by-step, directions, how-to
■ Some literary language typical of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion *(cont.)*

Interactive Read-Aloud and Literature Discussion

SENTENCE COMPLEXITY

- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Variation in placement of subject, verb, adjectives, and adverbs
- Sentences beginning with phrases or subordinate clauses
- Sentences with multiple adjectives, adverbs, and prepositional phrases
- Sentences with common (simple) connectives
- Complex sentences with variety in order of clauses

VOCABULARY

- A few interesting words that are new to children but easy to understand in context
- A few new content words related to concepts that are easy to understand
- Some memorable words that children can take on as language play
- Almost all words that are in common oral vocabulary for younger children (Tier 1)
- A few words that appear in the vocabulary of mature language users (Tier 2)
- Many simple adjectives describing people, places, or things
- A few simple adverbs that describe action
- Common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships ideas): e.g., *and, but, so, because, before, after*

ILLUSTRATIONS

- Large, clear, colorful illustrations in a variety of media that fully support meaning
- Illustrations that enhance and extend meaning in the text
- Illustrations that support interpretation, enhance enjoyment, or set mood but that are not necessary for understanding
- Simple illustrations in a variety of forms: e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram

BOOK AND PRINT FEATURES

LENGTH

- Short picture books that can be read in one sitting

PRINT AND LAYOUT

- Some picture books with print large enough for children to see during read-aloud
- Some print in speech bubbles
- Some books with special features that engage interest and make texts interactive: e.g., pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- Some books with decorative or informative illustrations, engaging designs that catch the attention, and/or print or illustrations outside the body of the text (peritext)

ORGANIZATIONAL TOOLS

- Title, author, and illustrator listed on cover and on title page
- Table of contents, heading, sidebar

TEXT RESOURCES

- Some books with dedication, acknowledgments, author's note, special endpapers (peritext)

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

Interactive Read-Aloud and Literature Discussion

FICTION 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
- ● Mimic the teacher's expression and word stress when reenacting a text or joining in
- ● Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text
- ● Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- ● Notice and respond to stress and tone of voice while listening and afterward
- ● Tell what happened in a text after hearing it read
- ◆ Gain new information from both pictures and print
- ◆ Understand simple problems that occur in everyday life
- ◆ Give reasons (either text-based or from personal experience) to support thinking
- ◆ Relate texts to their own lives
- ◆ Use background knowledge to understand settings, problems, and characters
- ◆ Use background knowledge of content to understand the problems and events of fiction texts
- ◆ Make connections (e.g., content, topic, theme) across fiction texts that are read aloud
- ◆ Make connections (similarities and differences) among texts that have the same author/illustrator, setting, characters, or theme
- ◆ Use evidence from the text to support statements about the text
- ◆ Use evidence from the text to support predictions (*I think . . . because . . .*)
- ■ Understand that a writer has a purpose in writing a fiction or nonfiction text
- ■ Identify the organization of a text: e.g., time order or established sequences such as numbers, time of day, days of the week, or seasons
- ■ Recognize that an author or illustrator may write or illustrate several books
- ■ Connect texts by obvious categories: e.g., author, character, topic, genre, illustrator
- ■ Express opinions about a text (e.g., interesting, funny, exciting) and support with evidence
- ■ Articulate why they like a text

- ■ Form opinions about authors and illustrators and state the basis for those opinions

Genre
- ● Understand that there are different types of texts and that you can notice different things about them
- ■ Notice and understand the characteristics of some specific fiction genres: e.g., realistic fiction, folktale, fairy tale, fable, animal fantasy
- ■ Understand that fiction stories are imagined
- ■ Understand when a story could happen in real life (realistic fiction) and when it could not happen in real life (traditional literature, animal fantasy)
- ■ Notice story outcomes that are typical of traditional literature: e.g., cleverness overcomes power, good defeats evil
- ■ Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs

Messages and Themes
- ◆ Infer the "lesson" in traditional literature
- ◆ Understand that the "lesson" in fantasy or traditional literature can be applied to their own lives
- ◆ Infer the messages in a work of fiction
- ◆ Notice and infer the importance of ideas relevant to their world: e.g., sharing, caring for others, doing your job, helping your family, taking care of self, staying healthy, caring for the world or environment, valuing differences, expressing feelings, empathizing with others
- ◆ Understand that there can be different interpretations of the meaning of a text
- ◆ Notice and understand obvious themes: e.g., imagination, courage, fears, friendship, family, relationships, self, home, nature, growing up, behavior, community, first responsibilities, diversity, feelings
- ◆ Notice that a book may have more than one message or big idea
- ■ Notice when a fiction writer is "teaching a lesson"
- ■ Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, magic, fantastic or magical objects, wishes, trickery, transformations

Setting
- ● Recall important details about setting after a story is read
- ◆ Recognize and understand that a wide variety of fiction texts may be set in different places and that customs and people's behavior may reflect those settings
- ◆ Understand the setting for a story and infer why it is important

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

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

Interactive Read-Aloud and Literature Discussion

FICTION TEXTS *(continued)*

Plot
- Notice and understand a simple plot with problem and solution
- Follow a plot with multiple events
- Check understanding of the plot of the story and ask questions if meaning is lost
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Notice and understand when a problem is solved
- Include the problem and its resolution in telling what happened in a text
- Predict what will happen next in a story
- Predict story outcomes

Character
- Recall important details about characters after a story is read
- Follow multiple characters in the same story
- Recognize characters and report important details about them after reading
- Infer a character's traits from story events
- Infer a character's traits from the physical details the illustrations include about them
- Infer characters' intentions, feelings, and motivations using text and pictures
- Notice when a character changes or learns a lesson
- Express opinions about characters and their behavior: e.g., funny, bad, silly, nice, friendly
- Learn from vicarious experiences with characters in stories
- Understand that the same types of characters may appear over and over again in traditional literature: e.g., sly, brave, silly, wise, greedy, clever
- Understand the difference between realistic characters and those that appear in fantasy

Style and Language
- Play with words or language orally: e.g., nonsense words or refrains from texts that are read aloud
- Understand sentences that are simple but may be different from oral language
- Follow and understand simple, assigned dialogue with a clear idea about who is speaking

- Notice when a book has repeating episodes or language patterns
- Notice a writer's use of playful or poetic language and sound devices: e.g., nonsense words, rhythm, rhyme, repetition, refrain, onomatopoeia
- Notice a writer's use of descriptive language, including invented words and other playful forms
- Notice a writer's choice of interesting words
- Recognize a writer's use of humor
- Understand the meaning of some literary language (language of books as opposed to typical oral language)
- Notice and remember literary language patterns that are characteristic of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*

Vocabulary
- Notice and acquire understanding of new vocabulary from read-aloud content
- Use new vocabulary in discussion of a text
- Acquire new content words from texts and graphics
- Understand the meaning of words representing all parts of speech when listening to a story
- Understand common (simple) connectives that link and clarify meaning and are frequently used in oral language when listening to a story (*and, but, so, because, before, after*)
- Use some academic language to talk about fiction genres: e.g., *fiction, folktale, fairy tale, fable*
- Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, poem, poetry, nursery rhyme, rhyme, song, series book, chapter book, play*
- Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character, solution, main character*
- Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, chapter, section, heading, drawing, caption, map*

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

INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION

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

Interactive Read-Aloud and Literature Discussion

FICTION TEXTS *(continued)*

Illustrations
- Understand that an illustrator created the pictures in the book
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Tell stories in response to pictures
- ◆ Understand that illustrations can have different meanings for different people
- ◆ Use details from illustrations and text to support points made in discussion
- ◆ Think about what characters are feeling from their facial expressions or gestures
- ◆ Notice that the background details in pictures often reveal characters' feelings or traits
- ■ Notice how an illustrator creates the illusion of sound and motion in pictures
- ■ Notice how an illustrator shows the passage of time through illustrations (use of light, weather)
- ■ Notice how the tone of a book is created by the illustrator's choice of colors
- ■ Notice how the tone of a book is impacted by the use of background color

- ■ Notice how the tone of a book changes when the illustrator shifts the color
- ■ Notice how the placement, size, and color of the print can convey meaning
- ■ Notice the placement of words on a page in relation to the illustrations
- ■ Notice how illustrators create perspective in their pictures (using images close up, far away, creating distance in between, etc.)

Book and Print Features
- Notice letters, words, simple phrases, or sentences that are large enough to see especially when they are repeated
- Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- Notice a book's title and its author and illustrator on the cover and title page
- Notice some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, endpapers
- ■ Understand the purpose of some organizational tools: e.g., title, table of contents
- ■ Understand the purpose of some text resources: e.g., dedication, acknowledgments, author's note

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

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 and talk about everyday activities: e.g., playing, making things, eating, getting dressed, bathing, cooking, shopping
- 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
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- Tell the important information in a text after hearing it read
- Gain new information from both pictures and print
- Understand simple problems that occur in everyday life
- Give reasons (either text-based or from personal experience) to support thinking
- Use background knowledge of content to understand nonfiction topics
- Relate texts to their own lives
- Recognize and understand that nonfiction texts may be about a variety of places and that customs and people's behavior may reflect those places
- Use evidence from the text to support statements about the text
- Use evidence from the text to support predictions
- Use basic conceptual understandings to understand a nonfiction text: e.g., colors, shapes, counting, sorting, size, alphabet, positions, textures
- Recognize that an author or illustrator may write or illustrate several books
- Identify and discuss interesting information in a text
- Express opinions about a text: e.g., interesting, funny, and exciting

- Articulate why they like a text
- Form opinions about authors and illustrators and state the basis for those opinions
- Connect texts by obvious categories: e.g., author, character, topic, genre, illustrator

Genre
- Understand that there are different types of texts and that you can notice different things about them
- Notice and understand when a book is nonfiction (true information)
- Notice and understand the characteristics of some specific nonfiction genres: e.g., expository text, narrative nonfiction, biography, memoir, procedural text, persuasive text
- Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs
- Notice when a writer is describing a step-by-step procedure
- Notice when a writer is trying to persuade readers
- Recognize informational texts with some examples of simple argument and persuasion

Organization
- Follow and understand nonfiction texts with clearly defined overall structure and simple categories
- Understand that some nonfiction books are like a story (narrative structure)
- Notice that some nonfiction books tell information and are not like a story (nonnarrative structure)
- Notice when a writer uses a question-and-answer structure
- Identify the organization of a text: e.g., time order or established sequences such as numbers, time of day, days of the week, or seasons
- Notice when a writer is telling information in order (a sequence)
- Understand that a writer can tell about something that usually happens in the same order (temporal sequence)
- Notice that a nonfiction writer puts together information related to the same topic (category)

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

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

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS *(continued)*

Topic
- Understand and talk about familiar topics: e.g., animals, families, pets, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health
- Show curiosity about topics encountered in nonfiction texts and actively work to learn more about them
- Infer the importance of a topic
- Infer the writer's attitude toward a topic (how the writer "feels")
- Understand that a writer is presenting facts about a single topic
- Understand that a writer has a purpose in writing about a topic
- Understand that a writer may be telling about something that happened in his life (memoir)

Messages and Main Ideas
- Follow arguments in a persuasive text
- Understand that a nonfiction text can have different meanings for different people
- Make connections among the content and ideas across texts that are read aloud: e.g., animals, pets, families, the five senses, growing, health and illness prevention, human body systems, school, neighborhood, weather and seasons, food, plants
- Connect the information in nonfiction books to curriculum areas studied at school

- Infer the significance of nonfiction content to their own lives
- Understand that a book can have more than one message or big idea

Style and Language
- Understand sentences that are simple but may be different from oral language
- Understand sentences with embedded clauses and phrases
- Notice a writer's use of rhythm, refrain, and repetition
- Notice a writer's choice of interesting words
- Notice when a text has repeating episodes or language patterns
- Notice a writer's use of playful or poetic language
- Recognize some authors by the topics they choose or the style of their illustrations

Vocabulary
- Notice and acquire understanding of new vocabulary from read-aloud content
- Understand the meaning of words representing all parts of speech when listening to a nonfiction text read aloud
- Understand (simple) connectives that link ideas and clarify meaning and are frequently used in oral language when listening to a nonfiction text read aloud: e.g., *and, but, so, because, before, after*

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

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

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS *(continued)*

- ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities
- ● Use new vocabulary in discussion of a text
- ■ Use some academic language to talk about nonfiction genres: e.g., *nonfiction, personal memory story, informational text, informational book, factual text, biography, how-to book*
- ■ Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, counting book, poem, poetry, nursery rhyme, rhyme, song, series book, play*
- ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, question and answer, solution, topic*
- ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, chapter, section, heading, drawing, caption, map*

Illustrations/Graphics
- ● Gain new understandings from illustrations
- ● Notice and search for information in a variety of graphics: e.g., drawing with label or caption, photograph with label or caption, diagram, map with legend

- ◆ Understand that illustrations can have different meanings for different people
- ◆ Use details from illustrations to support points made in discussion
- ■ Understand the purpose of various graphics: e.g., drawing with label or caption, photograph with label or caption, map, timeline, chart, diagram

Book and Print Features
- ● Notice letters, words, simple phrases, labels, or sentences that are large enough to see especially when they are repeated
- ● Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-though holes, sound effects
- ● Notice a book's title and its author and illustrator on the cover and title page
- ● Notice some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, endpapers
- ■ Notice and use organizational tools: e.g., table of contents, heading, sidebar
- ■ Understand the purpose of some organizational tools: e.g., table of contents, heading, sidebar
- ■ Understand the purpose of some text resources (peritext): e.g., dedication, acknowledgments, author's note, illustrator's note, endpapers, book flap

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

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion

Interactive Read-Aloud and Literature Discussion

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**

- Simple expository nonfiction
- Simple narrative nonfiction
- Simple biography
- Memoir
- Procedural texts
- Persuasive texts
- Hybrid texts

FORMS

- Series books
- Picture books
- Chapter books
- Poems
- Nursery rhymes, rhymes, and songs
- Poetry collections
- Plays
- Types of poetry: lyrical poetry, free verse, limerick, haiku
- Letters

TEXT STRUCTURE

- Simple narratives with straightforward structure (beginning, middle, several episodes, and ending) but more episodes included
- Many texts with repeating episodes or patterns
- Stories with simple plot (problem and solution)
- Informational texts related to a larger topic, sometimes with subtopics
- Underlying structural patterns: description, cause and effect, chronological sequence, temporal sequence (e.g., life cycles, how-to books), compare and contrast
- Informational texts with clearly defined overall structure and simple categories

- Simple biographical and historical texts with narrative structure
- Informational texts with some examples of simple argument and persuasion

CONTENT

- Content that is appropriate for children's cognitive development, social and emotional maturity, and life experience
- Content that engages children's intellectual curiosity and emotions
- Language and word play related to concepts, parts of speech, and sound devices such as alliteration, assonance, onomatopoeia
- Familiar topics that are authentic and relevant: e.g., animals, pets, families, friends, sports, the five senses, nutrition and food, school, neighborhood, weather and seasons, machines, plants
- Humor that is easy to grasp: e.g., silly characters, funny situations, jokes, word play
- Content that reinforces and expands a child's experience and knowledge of self and the world
- Some topics that may be beyond most children's immediate experiences: e.g., wild animals, environments such as ocean and desert, space, events from various places and historical periods
- Content that reflects a wide range of settings, languages, and cultures
- Some content linked to specific areas of study as described by the school curriculum or standards
- Realistic characters, settings, and events that occur in realistic fiction
- Imaginary characters, events (some nonsensical and funny), settings that occur in fantasy
- Content that reflects increasing understanding of the physical and social world

THEMES AND IDEAS

- Themes reflecting everyday life: e.g., self, family relationships, home, friendship, belonging, community, diversity, responsibility, imagination, fear, loss, courage, nature
- Some books with multiple ideas that are easy to understand

- Ideas close to children's experience: e.g., taking care of self, staying healthy, expressing feelings, sharing with others, caring for others, empathizing with others, helping your family, doing your job, caring for your world, problem solving, learning about life's challenges, valuing differences, being part of a community

LANGUAGE AND LITERARY FEATURES

- Elements of traditional literature and modern fantasy: e.g., the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals
- Basic motifs of traditional literature and modern fantasy: e.g., struggle between good and evil, magic, the hero's quest, special character types, fantastic or magical objects, wishes, trickery, transformations
- Predictable story outcomes typical of traditional literature: e.g., good overcomes evil
- Some literary language typical of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*
- A few texts with settings distant in time and place from children's own experiences
- Main characters and supporting characters, some with multiple dimensions
- Multiple characters, each with unique traits
- Character development as a result of plot events
- Character dimensions (attributes) and relationships revealed through dialogue and behavior
- Variety in presentation of dialogue among multiple characters
- Predictable and static characters with simple traits typical of traditional literature
- Simple plot with problem and resolution
- Plot with a few episodes
- Most texts told from a single point of view
- Most texts written in first- or third-person narrative
- Language used to make comparisons
- Descriptive language conveying a range of human feelings: e.g., joy, sadness, anger, eagerness
- Descriptive language conveying sensory experiences (imagery)
- Poetic language

Selecting Texts Characteristics of Texts for Reading Aloud and Discussion *(cont.)*

Interactive Read-Aloud and Literature Discussion

- Some figurative language
- Some procedural texts written in second person
- Mostly assigned dialogue
- Procedural language: e.g., step-by-step, directions, how-to
- Persuasive language

SENTENCE COMPLEXITY

- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Some long and complex sentences that require attention to follow
- Variation in placement of subject, verb, adjectives, and adverbs
- Sentences beginning with phrases or subordinate clauses
- Sentences with multiple adjectives, adverbs, and prepositional phrases
- Sentences with common (simple) connectives
- Complex sentences with variety in order of clauses

VOCABULARY

- A few interesting words that may be new
- A few new content words related to concepts that children are learning
- Some memorable words that children can take on as language play
- Almost all words that are in common oral vocabulary for younger children (Tier 1)
- Some words that appear in the vocabulary of mature language users (Tier 2)
- Many adjectives describing people, places, or things
- Adverbs that describe action
- Common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships ideas): e.g., *and, but, so, because, before, after*
- Technical vocabulary

ILLUSTRATIONS

- Large, clear, colorful illustrations in a variety of media that fully support meaning
- Illustrations that enhance and extend meaning in the text
- Illustrations that support interpretation or enhance enjoyment but that are not necessary for understanding
- Books with illustrations that represent a coherent artistic vision
- Some texts with minimal illustrations
- Some books with black-and-white illustrations
- Illustrations that convey complex emotions
- Books with illustrations that reflect the theme
- Simple illustrations in a variety of forms: drawing with label or caption, photograph with label or caption, map with legend, diagram

BOOK AND PRINT FEATURES

LENGTH

- Short picture books that can be read in one sitting

PRINT AND LAYOUT

- Some picture books with print large enough for children to see during read-aloud
- Some print in speech bubbles
- Some books with decorative or informative illustrations, engaging designs that communicate meaning, and/or print or illustrations outside the body of the text (peritext)

ORGANIZATIONAL TOOLS

- Title, author, and illustrator listed on cover and on title page
- Table of contents, heading, sidebar
- Some simple chapter books (used occasionally) with chapter titles

TEXT RESOURCES

- Some books with dedication, acknowledgments, author's note, special endpapers (peritext)

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

Interactive Read-Aloud and Literature Discussion

FICTION 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 to support opinions and statements during discussion
- Notice and respond to stress and tone of voice while listening and afterward
- Tell what happened in a text after hearing it read
- Sustain attention to listen to some books that take more than one read-aloud session
- Relate texts to their own lives
- Use background knowledge to understand settings, problems, and characters
- Gain new information from both pictures and print
- Learn (synthesize) new concepts and ideas from listening to fiction texts
- Understand simple problems that occur in everyday life
- Give reasons (either text-based or from personal experience) to support thinking
- Use background knowledge of content to understand the problems and events of fiction texts
- Make connections (e.g., content, theme) across fiction texts that are read aloud
- Make connections (similarities and differences) among texts that have the same author/illustrator, setting, characters, or theme
- Use evidence from the text to support statements about the text
- Use evidence from the text to support predictions (*I think . . . because . . .*)
- Relate important ideas in the text to each other and to other texts
- Understand that a writer has a purpose in writing a fiction or nonfiction text
- Connect texts by a range of categories: e.g., author, character, topic, genre, illustrator
- Express opinions about a text and support with evidence: e.g., interesting, funny, exciting
- Form and state the basis for opinions about authors and illustrators
- Form opinions about authors and illustrators and state the basis for those opinions

Genre
- Understand that there are different types of texts and that they have different characteristics

- Notice and understand the characteristics of some specific fiction genres: e.g., realistic fiction, folktale, fairy tale, fable, fantasy
- Understand that fiction stories are imagined
- Understand when a story could happen in real life (realistic fiction) and when it could not happen in real life (traditional literature, fantasy)
- Notice story outcomes that are typical of traditional literature
- Recognize hybrid texts and distinguish which sections are fiction and nonfiction
- Notice and understand some special types of fiction: e.g., mystery; adventure story; animal story; family, friends, and school story
- Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs
- Recognize and understand some specific types of poetry: rhyming poetry, lyrical poetry, free verse, limerick, haiku
- Notice and understand some elements of poetry: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape)

Messages and Themes
- Infer the "lesson" in traditional literature
- Understand that the "lesson" in fantasy or traditional literature can be applied to their own lives
- Infer the messages in a work of fiction
- Notice and infer the importance of ideas relevant to their world: e.g., sharing, caring for others, doing your job, helping your family, taking care of self, staying healthy, caring for the world or environment, valuing differences, expressing feelings, empathizing with others, problem solving, learning about life's challenges
- Understand that there can be different interpretations of the meaning of a text
- Notice and understand themes that are close to their experience: e.g., imagination, courage, fear, sharing, friendship, family relationships, self, nature, behavior, community, responsibilities, diversity, belonging, peer relationships, loss
- Think across texts to derive larger messages, themes, or ideas
- Notice that a book may have more than one message or big (main) idea
- Notice when a fiction writer is "teaching a lesson"
- Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, magic, the hero's quest, fantastic or magical objects, wishes, trickery, transformations

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

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

Interactive Read-Aloud and Literature Discussion

FICTION TEXTS *(continued)*

Setting
- Recall important details about setting after a story is read
- Recognize and understand that fiction texts may have settings that reflect a wide range of diverse places, languages, and cultures
- Notice and understand settings that are distant in time and place from students' own experiences
- Infer the importance of the setting to the plot of the story in realistic fiction and in fantasy

Plot
- Follow a plot with multiple events or episodes
- Notice and understand a simple plot with problem and solution
- Notice and remember the important events of a text in sequence
- Check understanding of plots with multiple events and ask questions if meaning is lost
- Tell the important events of a story using the pictures (after hearing the text read several times)
- Notice and understand when a problem is solved
- Include the problem and its resolution in telling what happened in a text
- Predict what will happen next in a story
- Predict story outcomes
- Infer the significance of events in a plot
- Give opinions about whether a problem seems real
- Recognize and discuss aspects of narrative structure: beginning, series of events, high point of the story, problem resolution, ending

Character
- Recall important details about characters after a story is read
- Follow multiple characters, each with unique traits, in the same story
- Recognize that characters can have multiple dimensions: e.g., can be good but make mistakes, can change
- Infer characters' traits as revealed through thought, dialogue, behavior, and what others say or think about them and use evidence from the text to describe them
- Infer the character's traits from the physical details the illustrations include about them

- Infer characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them
- Make predictions about what a character is likely to do and use evidence from the text to support predictions
- Notice character change and infer reasons from events of the plot
- Learn from vicarious experiences with characters in stories
- Notice predictable or static characters (characters that do not change) as typical in traditional literature
- Infer relationships between characters as revealed through dialogue and behavior
- Express opinions about the characters in a story (e.g., evil, dishonest, clever, sly, greedy, brave, loyal) and support with evidence
- Understand that the same types of characters may appear over and over again in traditional literature: e.g., sly, brave, silly, wise, greedy, clever
- Understand the difference between realistic characters and those that appear in fantasy
- Express opinions about whether a character seems real

Style and Language
- Play with words or language orally: e.g., nonsense words or refrains from texts that are read aloud
- Follow and understand assigned and unassigned dialogue among multiple characters with a clear idea about who is speaking
- Notice when a book has repeating episodes or language patterns
- Notice a writer's choice of interesting words and language
- Notice when a fiction writer uses poetic or descriptive language to show the setting, appeal to the five senses, or to convey human feelings such as loss, relief, or anger
- Recognize how a writer creates humor
- Understand the meaning of some literary language (language of books as opposed to typical oral language)
- Notice and understand how the author uses literary language, including some figurative language
- Notice and remember literary language patterns that are characteristic of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*
- Recognize some authors by the style of their illustrations, characters they use, or typical plots

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

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

Interactive Read-Aloud and Literature Discussion

FICTION TEXTS *(continued)*

Vocabulary
- Continue to build vocabulary as a foundation for recognizing words in print
- Notice and acquire understanding of new vocabulary from read-aloud content
- Use new vocabulary in discussion of a text
- Acquire new content words from texts and graphics
- Learn some words that do not appear frequently in oral conversation but are used in writing (Tier 2)
- Derive the meaning of words from the context of a paragraph or the whole story
- Understand the meaning of words representing all parts of speech when listening to a story
- Understand common (simple) connectives that link and clarify meaning and are frequently used in oral language when listening to a story (*and, but, so, because, before, after*)
- Use some academic language to talk about fiction genres: e.g., *fiction, folktale, fairy tale, fable, tall tale*
- Use some academic language to talk about special types of fiction: e.g., *adventure story; animal story; family, friends, and school story; humorous story*
- Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, poem, poetry, nursery rhyme, rhyme, song, series book, chapter book, play, letter, poetry collection*
- Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character, solution, main character, time and place, events, character change, message, dialogue*
- Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, chapter, section, heading, drawing, caption, map, chapter title, dedication, author's note, illustrator's note, endpapers*

Illustrations
- Notice and remember the important events of a story using the pictures (after hearing the text read several times)
- Think about what characters are feeling from their facial expressions or gestures
- Notice that the background details in pictures often reveal characters' feelings or traits
- Use details from illustrations and text to support points made in discussion
- Notice how an illustrator creates the illusion of sound and motion in pictures
- Notice how an illustrator shows the passage of time through illustrations (use of light, weather)
- Notice how the tone of a book is created by the illustrator's choice of colors
- Notice how the tone of a book is impacted by the use of background color
- Notice how the tone of a book changes when the illustrator shifts the color
- Notice how the placement, size, and color of the print can convey meaning
- Notice the placement of words on a page in relation to the illustrations
- Notice how illustrators create perspective in their pictures (using images close up, far away, creating distance in between, etc.)
- Notice how illustrations and graphics go together with the text in a meaningful way
- Notice how illustrations and graphics help to communicate the writer's message

Book and Print Features
- Notice and use and understand the purpose of some organizational tools: e.g., title, table of contents, chapter title, heading
- Notice and use and understand the purpose of some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, illustrator's note, endpapers, book flap

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

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 and talk about everyday activities
- 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
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- Notice and remember the important information in a text
- Notice and remember the important events or steps of a text in temporal or chronological sequence
- Tell the important information in a text after hearing it read
- Sustain attention to listen to some books that take more than one read-aloud session
- Gain new information from both pictures and print
- Learn (synthesize) new concepts and ideas from listening to nonfiction texts
- Understand simple problems and solutions
- 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
- Relate texts to their own lives
- Recognize and understand that nonfiction texts may be set in a variety of places and that customs and people's behavior may reflect those places
- Use evidence from the text to support statements about the text

- Use evidence from the text to support predictions (*I think . . . because . . .*)
- Relate important information and concepts in one text and connect to information and concepts in other texts
- Identify and discuss interesting and important information in a text
- Express opinions about a text: e.g., interesting, funny, and exciting and tell reasons
- Form opinions about authors and illustrators and state the basis for those opinions
- 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)
- Understand that there are different types of texts and that they have different characteristics
- Notice and understand the characteristics of some specific nonfiction genres: e.g., expository nonfiction, narrative nonfiction, biography, memoir, procedural text, persuasive text, 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 a memoir is an account of a memory or set of memories written by the person who experienced it
- Recognize some types of poetry (e.g., rhyming, lyrical, free verse) when they appear in nonfiction (rare)
- Notice and understand some elements of poetry when they appear in nonfiction: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape)
- Notice when a writer is describing a step-by-step procedure
- Notice when a writer is trying to persuade readers
- Recognize informational texts with some examples of simple argument and persuasion
- Recognize hybrid texts and distinguish which sections are nonfiction and fiction

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

INTERACTIVE READ-ALOUD
AND LITERATURE DISCUSSION

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

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS *(continued)*

Organization
- Follow and understand nonfiction texts with clearly defined overall structure and simple categories
- Understand that biographies and memoirs have a narrative structure
- Understand that some nonfiction books tell information and are not like a story (nonnarrative structure)
- Notice when a writer uses a question-and-answer structure
- Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories
- Understand when a writer is telling information in a sequence (chronological order)
- Understand that a writer can tell about something that usually happens in the same order (temporal sequence)
- Notice that a nonfiction writer puts together information related to the same topic (category)

Topic
- Understand and talk about familiar topics: e.g., animals, pets, families, friends, sports, the five senses, nutrition and food, school, neighborhood, weather and seasons, machines, plants
- Show curiosity about topics encountered in nonfiction texts and actively work to learn more about them
- Infer the importance of a topic of a nonfiction text
- Infer the writer's attitude toward a topic (how the writer "feels")
- Understand that a writer has a purpose in writing about a topic
- Understand that a writer may be telling about something that happened in his life (memoir)
- Understand that a writer is presenting facts about a single topic
- Notice the main topic of a nonfiction text and subtopics

Messages and Main Ideas
- Follow arguments in a persuasive text

- Understand that a nonfiction text can have different meanings for different people
- Make connections among the content and ideas in nonfiction texts: e.g., animals, pets, families, sports, the five senses, nutrition and food, school, neighborhood, weather and seasons, machines, plants
- Connect the information in nonfiction books to curriculum areas studied at school
- Infer the significance of nonfiction content to their own lives
- Understand that a book can have more than one message or big idea

Style and Language
- Understand sentences with embedded clauses and phrases
- Notice a writer's choice of interesting words
- Notice when a text has repeating episodes or language patterns
- Notice a writer's use of playful or poetic language
- Recognize some authors by the topics they choose or the style of their illustrations

Vocabulary
- Notice and acquire understanding of new vocabulary from read-aloud content
- Understand the meaning of words representing all parts of speech when listening to a nonfiction text read aloud
- Understand the meaning of common (simple) connectives and some sophisticated connectives when listening to a nonfiction text
- Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities
- Use new vocabulary in discussion of a text
- Learn some words that do not appear frequently in oral conversation but are used in writing (Tier 2)

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

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

Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS *(continued)*

- ● Derive the meaning of words from the context of a paragraph or the whole text
- ■ Use some academic language to talk about nonfiction genres: e.g., *nonfiction, personal memory story, informational text, informational book, factual text, biography, how-to book*
- ■ Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, counting book, poem, poetry, nursery rhyme, rhyme, song, series book, play, letter, poetry collection*
- ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, question and answer, solution, topic, description, time order, problem and solution, time and place, message, dialogue*
- ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, chapter, section, heading, drawing, caption, map, chapter title, dedication, author's note, illustrator's note, section, diagram, glossary, endpapers*

Illustrations/Graphics
- ● Understand that graphics provide important information
- ◆ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, map with legend
- ◆ Understand that illustrations can have different meanings for different people

- ◆ Use details from illustrations to support points made in discussion
- ■ Notice how illustrations and graphics help to communicate the writer's message
- ■ Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly

Book and Print Features
- ● Notice a text's title and the name of its author and illustrator on the cover and title page
- ■ Notice and use and understand the purpose of some organizational tools: e.g., title, table of contents, chapter title, heading
- ■ Notice and use and understand the purpose of some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, illustrator's note, endpapers, book flap

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