Fountas & Pinnell Running Record/Retelling

Essential Guidelines

* **Word List** – use to determine a starting point if you don’t have a current level
* **Within the Text** “means” the reader is gaining the literal meaning of the text, i.e., solving the words, monitoring own understanding and accuracy, searching for and using information related to the setting, characters, sequence of events, problem & solution, main idea and important details.
* **Beyond the Text** “means” the reader is making predictions, making connections with prior knowledge, personal experience, and other texts; inferring what is implied but not stated; and synthesizing new information by changing his own ideas.
* **About the Text** “means” the reader is thinking about the literacy elements, recognizing elements of the writer’s craft and thinking critically about the text.
* **Teacher Prompting** – the idea is to open a conversation that will allow you to see what the text has prompted the child to think. At any point, you are encouraged to facilitate expansion of the child’s talk with phrases such as:
	+ “Say more about that.”
	+ “What else?”
	+ “Why do you think that?”
	+ “And then what happened?”

 Prompted responses are just as correct as spontaneous responses. Avoid leading the student to an answer. Just use the prompt in a conversational way and move on if the student cannot respond.

* **Searching Back** – students are permitted to search back in the written text for answers to prompts and questions.
* **Key Understandings** – if the reader does not mention some of the key understandings on their own, use the prompts in the middle column to probe. Place a checkmark next to the key understandings in the left column.
* **Point for Additional Understanding** – the idea behind this is the each individual reader may get something completely unique from the text that may not be covered in the key understanding. An additional is given when a reader adds their unique or valuable additional understanding about the story. Solicited or unsolicited? \*
* **Guide to Total Score** – this retelling score is not a stand-alone score, it a number that translates to a descriptor, Excellent, Satisfactory, Limited or Unsatisfactory, along with their accuracy percentage determines their Independent, Instructional or Too Hard level. The retelling score does not translate to a 4, 3, 2, 1.
* **Writing About Reading** – we are not completing Part 3 of the recording form.
* **Pre-read Benchmark Books** – Deb’s Story!