Live Webinar With Fountas & Pinnell

Getting Practical About a Multi-Text Approach to Literacy Instruction

Content provided by Fountas & Pinnell LITERACY™
ELEVATING TEACHER EXPERTISE
Let’s Get Practical:
A Multi-Text Approach to Literacy Instruction

With Literacy Leaders Irene C. Fountas & Gay Su Pinnell
What is a multi-text approach to literacy instruction?

Different texts for different purposes

Requires selecting the right texts for the many precise jobs that are required to sustain and expand students’ literacy learning.
<table>
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<tr>
<th>INSTRUCTIONAL CONTEXT</th>
<th>TYPE OF TEXT</th>
<th>LEVELED TEXT?</th>
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| Interactive Read-Aloud      | • Short texts, usually picture books and occasional novels (organized in text sets)  
• Teacher-selected, age-appropriate, grade-appropriate complex texts that expand language, content knowledge and thinking | No            |
| Shared Reading              | • Short texts (enlarged) and occasional novels or segment of a novel  
• Teacher-selected, age-appropriate, grade-appropriate texts that expand competencies and lead guided reading forward | No            |
| Guided Reading              | • Short texts and occasional longer texts  
• Teacher-selected texts that expand thinking within, beyond, and about a text | Yes           |
| Book Clubs                  | • Short texts and some novels  
• Student-selected, age-appropriate, grade-appropriate, complex texts that expand thinking within, beyond, and about a text | No            |
| Independent Reading         | • Short texts and novels  
• Student-selected books, magazines, and digital texts that expand thinking within, beyond, and about a text | No            |

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<tr>
<th>Element</th>
<th>Qualities to Consider</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Format</td>
<td>Size, layout, placement of print, use of art</td>
<td>Picture storybooks</td>
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<td></td>
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<td>Picture biographies</td>
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<td></td>
<td></td>
<td>Illustrated informational books</td>
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<tr>
<td>Genre</td>
<td>Fiction and informational texts with recognizable</td>
<td>Fiction</td>
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<tr>
<td></td>
<td>characteristics</td>
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<td></td>
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<td>Contemporary realistic fiction</td>
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<td>Historical fiction</td>
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<td></td>
<td></td>
<td>Modern fantasy</td>
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<td>Special Types</td>
<td>Texts with particular characteristics that are</td>
<td>Mysteries</td>
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<tr>
<td></td>
<td>distinguishable within a broader genre</td>
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<td></td>
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<td>Sports stories</td>
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<td>Survival stories</td>
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<td>Romance</td>
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<td>Content</td>
<td>Wide range of high-quality content to appeal to as</td>
<td>Social studies</td>
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<td>many students as possible and support areas of study</td>
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<td></td>
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<td>STEM topics</td>
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<td></td>
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<td>Arts topics</td>
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<tr>
<td>Diversity</td>
<td>Representation of the diversity of the world in which</td>
<td>Cultural</td>
</tr>
<tr>
<td></td>
<td>students live</td>
<td>Regional</td>
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<tr>
<td></td>
<td></td>
<td>Racial</td>
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<td>Accessibility</td>
<td>Different media that provides access to a wide variety of</td>
<td>Texts read aloud to students</td>
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<td>texts</td>
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EFFECTIVE PRACTICES

• Organize into text sets

• Use a document camera when revisiting texts

• Use as mentor texts for reading or writing minilessons

• Nurture rich opportunities for talk about texts

• Keep an eye out for new titles to add to your text sets

• Use stick-on notes to mark places to ask questions / invite discussion

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Interactive Read-Aloud

Exploring the Natural World: The Earth

Grade 2 text set focused on earth science (Fountas & Pinnell Classroom, 2018)

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EFFECTIVE PRACTICES
• Use a pointer to help students focus on the print and read in unison
• Provide copies of the book, poem or song in a small version
• Provide/create an audio recording
• Use stick-on notes to mark places to ask questions / invite discussion
• Identify a few points to invite thinking or noticing

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EFFECTIVE PRACTICES

• Organize multiple copies of books by level (school book room)

• Identify each student’s instructional level

• Form homogeneous groups of readers who are at a similar point in their development of the reading process

• Select and analyze a text to determine challenge and opportunity

• Plan an introduction to the text

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EFFECTIVE PRACTICES

• Prepare a book talk to introduce each book in a set of possible selections

• Form heterogeneous groups based on student preference

• Keep prompts open-ended to promote richer discussion and propels students to support their comments in text

• Use facilitative language that models and supports collaborative thinking, various perspectives, and interpretations of a text

• Keep the discussion grounded in the text

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Book Clubs

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EFFECTIVE PRACTICES

• Conduct reading interviews to learn about students’ interests and habits

• Use personal book bags or boxes for students to keep their books in

• Encourage students to share books with peers by giving a book talk

• Keep an eye out for new titles to add to your classroom library

• Organize books by genre, author/illustrator, topic (NOT by level)

• Introduce the use of a Reader’s Notebook
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What is needed to support a multi-text approach to literacy instruction?

1. Create efficiency with an organized classroom
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1. Create efficiency with an organized classroom
2. Support literacy with a rich text base

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What is needed to support a multi-text approach to literacy instruction?

1. Create efficiency with an organized classroom
2. Support literacy with a rich text base
3. Teach with emphases in mind
INTRODUCTION
INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION
SHARED AND PERFORMANCE READING
WRITING ABOUT READING
WRITING
ORAL AND VISUAL COMMUNICATION
TECHNOLOGICAL COMMUNICATION
PHONICS, SPELLING, AND WORD STUDY
GUIDED READING
APPENDIX: GRAMMAR, USAGE, AND MECHANICS
GLOSSARY
REFERENCES

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What is needed to support a multi-text approach to literacy instruction?

1. Create efficiency with an organized classroom
2. Support literacy with a rich text base
3. Teach with emphases in mind
4. Prepare to introduce the text and plan for language around the text

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Examples of preparation for:
Guided Reading text introduction
Shared Reading teaching point

The wheels on the bike say,
“Moo! Move on back.”
“Moo! Move on back.”
“Moo! Move on back.”
The cow on the bike says,
“Moo! Move on back,”
all through the town.
What is needed to support a multi-text approach to literacy instruction?

1. Create efficiency with an organized classroom
2. Support literacy with a rich text base
3. Teach with emphases in mind
4. Prepare to introduce the text and plan for language around the text
5. Know your students well; know the books well

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