Building Community Around Essential Literacy Experiences
Literacy Leaders Irene C. Fountas & Gay Su Pinnell present

Building Community Around Essential Literacy Experiences
What is a community?

A dynamic learning environment that

• values the richness of linguistic, ethnic, and cultural diversity

• fosters a sense of inclusion, agency, learning and emotional well-being.
What happens in a community?

Social Interaction
Building a Community of Reader & Writers Across the Grades

What happens in a community?

- Empathy
- Sense of Community
What happens in a community?

Emotional Well-Being
What happens in a community?

Self-Regulation
How is literacy an essential part of a classroom community?
• Understand the reading process
Text

- Understand the characteristics of texts

Ten Text Characteristics

1. Genre/Form
2. Text Structure
3. Content
4. Themes and Ideas
5. Language and Literary Features
6. Sentence Complexity
7. Vocabulary
8. Words
9. Illustrations
10. Book and Print Features
Text

• Understand the demands of texts on readers
### Text

- Understand different uses of texts

<table>
<thead>
<tr>
<th>INSTRUCTIONAL CONTEXT</th>
<th>TYPE OF TEXT</th>
<th>LEVELED TEXT?</th>
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</thead>
</table>
| 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, knowledge and thinking | No            |
| Shared Reading        | • Short texts (enlarged) and occasional novels or segment of a novel         | No            |
|                       | • Teacher-selected, age-appropriate, grade-appropriate texts that expand competencies and lead guided reading forward |               |
| Guided Reading        | • Short texts and occasional longer texts                                   | Yes           |
|                       | • Teacher-selected texts that expand thinking within, beyond, and about a text |               |
| Book Clubs            | • Short texts and some novels                                               | No            |
|                       | • Student-selected, age-appropriate, grade-appropriate, complex texts that expand thinking within, beyond, and about a text |               |
| Independent Reading   | • Short texts and novels                                                    | No            |
|                       | • Student-selected books, magazines, and digital texts that expand thinking within, beyond, and about a text |               |

Text Sets

Taking Care of Each Other: Family

Connecting Across Generations: Family
Texts and Readers

Students need the opportunity to:
• Read a large number of texts daily with fluency and comprehension
Students need the opportunity to:

• Read texts in many different genres that expand their reading power
Texts and Readers

Students need the opportunity to:

• Read texts that provide a strong base for talk and writing
Students need the opportunity to:
• Read texts that interest and engage them
• Read, hear and talk about age-appropriate / grade-appropriate texts
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Talk

• Engage students in talk about worthy texts
• Provide structured opportunity for talk that supports authentic conversation
• Promote the power of listening within the community of learners
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Talk: A Look at Book Clubs in Action
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Teaching

• Assess to inform responsive teaching
• Acknowledge students as unique learners
• Engage students in high impact teaching that is engaging, efficient and effective
• Initiate coherent instructional practices
Teaching

Management minilessons focus on building a literacy community
### RML1

#### Reading Minilesson Principle

**Show respect to each other.**

### Working Together in the Classroom

#### You Will Need

- chart paper and markers

#### Academic Language / Important Vocabulary

- respect

### Goal

Explore and define what it means to show respect to each other.

### Rationale

When you engage students in discussing ways to show respect to each other, they become conscious of their behavior and ways to improve it. When they are active participants in creating a list of guidelines for being respectful, they take ownership of the guidelines and are more likely to follow them.

### Assess Learning

Observe students when they interact with each other. Notice if there is evidence of new learning based on the goal of this minilesson.

- Do students behave respectfully toward each other?
- Can they talk about ways to show respect to each other?
- Do they understand the word respect and use it correctly?

### Minilesson

To help students think about the minilesson principle, engage them in discussing and making a list of ways to show respect. Here is an example.

- Write the word respect in large letters on chart paper. Say the word aloud.
  - Raise your hand if you've seen or heard this word before.
  - What do you think it means?

- Invite several students to share their ideas.
  - When you show respect for someone, you treat them in a way that shows you care about them and their feelings. What are some ways you can show respect for your classmates?

- Make a list of students’ responses on the chart paper. If students have trouble generating ideas, prompt them with questions such as the following:
  - How should you act when one of your classmates is speaking?
  - What words should you use if someone does something nice for you?
  - What words should you use if you want someone to help you or do something for you?
  - What can you do to make sure that other people's feelings do not get hurt?
  - What should you do if several of you want to read the same book or use something, but there’s only one of that thing?
  - How should you act when it’s time to read a book alone or work on an activity alone? How can you help your classmates do their best work?

### Have a Try

Invite the students to talk with a partner about respect.

- Can you think of other ways you can show respect for each other? Turn and talk to your partner about anything else you think we should add to our list.
- Ask a few pairs to share their thinking, and add new suggestions to the list.

### Summarize and Apply

Summarize the learning and remind students to show respect for each other.

- Reread and review the list.
  - Why is it important to show respect to your classmates?
  - When you show respect, you help everyone do their best work.
  - After you read a book today, you’re going to talk about the book with a few of your classmates.
  - Think about ways you can show respect when you are talking in a group about the book you read.

### Share

Following independent reading time, gather students together in groups of three or four to talk about their reading.

- Have students share a little bit about their books in small groups. Then bring the groups together.
  - How did you show respect to the others in your group when you talked about the books you read? Can you give an example?

### Extend the Lesson (Optional)

After assessing students’ understanding, you might decide to extend the learning.

- Display the list of respectful behaviors, and regularly review and add to it. Positively reinforce behavior when they act respectfully, and remind them of the list when they do not.
- Read aloud and discuss books that focus on respect. Help students identify examples of behaviors that show respect in books they read. Discuss how the lessons in the books can be applied to students’ lives.
Teaching

RESPECT

- Be nice to each other.
- Say “please” and “thank you.”
- Help each other.
- Share.
- Take turns.
- Listen carefully when someone else is speaking.
- Be silent during independent reading and other quiet activities. (0 voice)
- Stay focused on your work.

Books We’ve Shared

- Last Day Blues by Julia Danseburg
- Sophie’s Masterpiece by Eileen Spinelli
- The Can Man by Laura E. Williams
- Mooncakes by Loretta Seto
- Storm in the Night by Mary Stolz
- I Love Guinea Pigs by Dick King-Smith
- The Keeping Quilt by Patricia Polacco
- The Bee Tree by Patricia Polacco
- Tornadoes by Gail Gibbons
- Knights in Shining Armor by Gail Gibbons
- Bots! Strange and Wonderful by Laurence Pringle
- Stellaluna by Janell Cannon

Take good care of the books in the classroom library.

- Be gentle with them and turn the pages carefully.
- Put them in the same basket where you found them.
- Put them in the basket right side up and with the cover facing forward.

Keep your books and materials organized in your personal box.

1. The book you are reading now
2. One extra book
3. Reader’s notebook
4. Writer’s notebook
5. Writing folder
6. Word study folder
How does the design of the classroom support community?

Welcoming and Inviting
How does the design of the classroom support community?

Organized and Tidy
How does the design of the classroom support community?

Rich with Materials
How does the design of the classroom support community?

Includes Group Meeting Space
How does the design of the classroom support community?

Includes Personal Space
How does the design of the classroom support community?

Shows What is Valued
Whole Group
Small Group
Independent
## Building Community around Essential Literacy Experiences

<table>
<thead>
<tr>
<th>WHAT WILL WE SEE?</th>
<th>WHAT WILL WE HEAR?</th>
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</thead>
<tbody>
<tr>
<td>• Classroom libraries</td>
<td>• Talking about reading</td>
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<tr>
<td>• Lots of books, books, books…</td>
<td>• Sharing</td>
</tr>
<tr>
<td>• Writing (authentic, meaningful)</td>
<td>• Oral reading</td>
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<tr>
<td>• Engaged learners</td>
<td>• Pages turning</td>
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<tr>
<td>• Students experiencing agency, pride and success</td>
<td>• Engaged, respectful discourse</td>
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<tr>
<td>• One-on-one conferencing</td>
<td>• Children discussing/collaborating</td>
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<tr>
<td>• Visuals on walls</td>
<td>• Laughter</td>
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<tr>
<td>• Leveled books for guided reading</td>
<td>• Asking questions and analyzing</td>
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<tr>
<td>• Authentic children’s books</td>
<td>• Use of vocabulary</td>
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<tr>
<td>• Students playing with words</td>
<td>• Students making connections</td>
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<tr>
<td>• Deep thinking</td>
<td>• Audio books</td>
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<tr>
<td>• Children in different literacy areas, small groups</td>
<td>• Fluency practices</td>
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<tr>
<td>• Teacher doing on-going assessment</td>
<td>• Singing</td>
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<tr>
<td>• Teacher observing/recording</td>
<td>• Student-led conferences</td>
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<tr>
<td>• Active learning and listening</td>
<td>• Book talks</td>
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<tr>
<td>• Literacy tools (pointers, magnetic letters, reader’s notebooks, word walls…)</td>
<td>• Enthusiasm</td>
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<tr>
<td>• Comfortable learning spaces and reading spots</td>
<td>• Wondering</td>
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<tr>
<td>• Environmental print</td>
<td>• Making connections</td>
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</tbody>
</table>
Questions
JOIN THE CONVERSATION:
The Fountas & Pinnell Literacy™ Community

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