Teaching Minilessons to Support Thinking, Talking, and Writing about Reading

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Intermediate Session
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Day 2
Video Observation

- What is the teacher trying to do?
- Why?
- What are the children learning?
Reading as a Complex Process

Systems of Strategic Actions

- **Solving Words**
  - Using a range of strategies to recognize and take apart words, and understand word meaning.

- **Maintaining Fluency**
  - Reading at a good rate, integrating phrasing, pausing, intonation, and stress.

- **Adjusting**
  - Taking action in flexible ways to solve problems or fit purpose and genre.

- **Monitoring and Self-Correcting**
  - Checking on accuracy and understanding and working to self-correct errors.

- **Noticing and Using Sources of Information**
  - (meaning, language structure, phonological information, visual information).

- **Thinking Critically About the Text**
  - Noticing aspects of the writer's craft including text structure.

- **Thinking About the Text**
  - Thinking about what the writer means but has not stated.

- **Predicting**
  - Anticipating what may happen next.

- **Connecting the Text**
  - Connecting the text to personal and world knowledge as well as to other texts.

- **Mainly Connections**
  - Mainly connections.

- **Synthesizing**
  - Adjusting present understandings to accommodate new knowledge.

- **Inferring**
  - Thinking about what the writer means but has not stated.

- **Analyzing**
  - Noticing aspects of the writer's craft including text structure.

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Reading Minilessons and the Literacy Continuum

- Oral and Visual Communication Continuum
- IRA and Literature Discussion Continuum
- Shared and Performance Reading Continuum
- Phonics, Spelling and Word Study
- Writing about Reading Continuum

- Management Minilessons
- Literary Analysis Minilessons
- Strategies and Skills Minilessons
- Writing about Reading Minilessons
A Design for Literacy Instruction

Reading
- Interactive Read-Aloud
  - Reading MiniLesson
  - Shared Reading

Writing
- Shared/Interactive Writing
  - Writing MiniLesson

Phonics/Word Study
- Phonics/Word Study Lesson

Whole Group:
- Guided Reading
- Independent Reading
- Conferring with Readers

Small Group:
- Book Clubs
- Independent Writing
- Conferring with Writers

Individual:
- Independent Literacy Work (K-1)
- Writing About Reading (2-6)

Whole Group:
- Group Share

- Instructional contexts that feature word study
Using Minilessons: A Coherent System to Support Independent Reading

EXPLICIT

RML

IRA
SR

GR

BC
IR

IMPLICIT/EXPLICIT

HIGH TEACHER SUPPORT

HIGH STUDENT CONTROL

Making Learning Visible Through Minilessons

Interactive Read-Aloud

Shared Reading

Guided Reading

Book Clubs

Reading Minilessons

Independent Reading

What is a text set?

“A group of fiction or nonfiction or a combination of fiction and nonfiction texts that, taken together, support a theme or exemplify a genre. Students will have previously heard all the texts referenced in a minilesson and had opportunities to make connections between them.”

What is a reading minilesson?

“A concise and focused lesson on any aspect of effective reading or classroom reading work that is important for children to explicitly understand at a particular point in time. It is an opportunity to build on all of the children’s literacy experiences, make one important understanding visible, and hold the children accountable for applying it consistently in reading.”

Four Types of Reading Minilessons

1. Management
2. Literary Analysis
3. Strategies and Skills
4. Writing About Reading

Four Types of Reading Minilessons

1. **Management**
   
   Includes routines that are essential to the smooth functioning of the classroom community and each student’s self-regulation and collaboration with others.

2. **Literary Analysis**
   
   Build children’s awareness of the characteristics and elements of fiction and nonfiction texts.

3. **Strategies and Skills**
   
   Most teaching related to processing texts will take place with shared and guided reading lessons. Reinforce broad principles for processing texts that readers need to strengthen.

4. **Writing About Reading**
   
   Lessons introduce the reader’s notebook and help students use this tool for reflecting on and documenting their reading life for the year.

Management Minilessons

- Grades 3-8
  - Independent Reading and Writing about Reading
Literary Analysis: Fiction

- General
- Genre
- Messages and Themes
- Setting
- Plot
- Characters
- Style and Language
- Vocabulary
- Illustrations
- Book and Print Features
Literary Analysis: Nonfiction

- General
- Genre
- Organization
- Topic
- Messages and Main Ideas
- Style and Language
- Vocabulary
- Accuracy
- Illustrations/Graphs
- Book and Print Features
Genre Studies and Author/Illustration Studies: Inquiry-based Learning

**Steps in the Genre Study Process**
1. Collect (IRA)
2. Immerse (IRA, SR, BC)
3. Study
4. Define
5. Teach
6. Read and revise

**Steps in the Author/Illustration Process**
1. Gather and read books.
2. Quick tour
3. Analyze and record noticings
4. Read more and compare

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Mentor Text

A fiction or nonfiction text that offers a clear example of the principle towards which the minilesson is directed. Students will have previously heard and discussed the text.

Strategies and Skills
Writing about Reading Minilessons

Types of Writing about Reading

- Shared Writing
- Interactive Writing
- Independent Writing

*WAR minilessons can be taught consecutively as an umbrella or paired with literary analysis lessons.
Umbrella

A group of minilesson, all of which are directed at different aspects of the same larger understanding.

What are reading minilesson umbrellas?

Principle

A concise statement of the understanding that students will need to learn and apply.
# STRUCTURE OF A READING MINILESSON

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Have a Try:</strong></td>
<td>Invite children to apply the new thinking from the minilesson with a partner or individually.</td>
</tr>
<tr>
<td>2. Summarize &amp; Apply:</td>
<td>Summarize the learning and guide children to apply what they have learned to their independent reading or writing about reading.</td>
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Anchor Chart

A visual representation of the lesson concept, using a combination of words and images. It is constructed by the teacher and students to summarize the learning and is used as a reference tool by the students.

Anchor Charts

- Co-constructed during the minilesson
- Simple, clear, and organized
- Colorful
- Principle at the top
- Summarized at the end of the lesson

Deciding what to Teach: Assessing and Planning

Tools for Planning:

- Literacy Continuum
  - Interactive Read Aloud and Literature Discussion
  - Shared and Performance Reading
  - Writing about Reading
  - Oral Language
  - Phonics and Word Study

- Observations of Talking, Reading Writing Behaviors

- State/district standards