Read to be Ready

Teaching Foundational Skills Through Reading and Writing
Objectives

- Explore print-rich environments and analyze how they contribute to learning the foundational skills during shared reading, interactive writing, and word study lessons
- Consider the texts, materials, and resources needed to engage in teaching the foundational skills during shared reading, interactive writing, and word study lessons
- Investigate how resources and manipulatives support students' active exploration of foundational skills
Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional Reading, Writing, and Speaking and Listening Standards through questioning, discussion, and tasks.
TEAM Connection

- Standards and Objectives
- **Motivating Students**
- Presenting Instructional Content
- **Activities and Materials**
- Teacher Content Knowledge
- Teacher Knowledge of Students
# Using Text Characteristics to Plan for Shared Reading

<table>
<thead>
<tr>
<th>Text Characteristic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre/Forms</strong></td>
<td>The <em>genre</em> refers to the kind of category of text: fiction or nonfiction. Forms refer to the kind of text: e.g., poetry, songs, enlarged picture books, nursery rhymes.</td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
<td>The <em>book and print features</em> refer to the physical attributes of a text: e.g., font, layout, length.</td>
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<tr>
<td><strong>Sentence Complexity</strong></td>
<td><em>Sentence Complexity</em> refers to the complexity of the structure or syntax of a sentence. Addition of phrases and clauses to simple sentences increases complexity.</td>
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## Using Text Characteristics to Plan for Shared Reading

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<th>Text Characteristic</th>
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<tr>
<td>Language and Literary Features</td>
<td>Language and Literary Features refers to the qualities particular to written language that are qualitatively different from those associated with spoken language: e.g., dialogue, setting, description, mood.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary refers to the meaning of words in a spoken language.</td>
</tr>
<tr>
<td>Words</td>
<td>Words refers to the “decode-ability” of words in a text; phonetic and structural features of words.</td>
</tr>
</tbody>
</table>
I Had a Loose Tooth
by Lillie D. Chafin

I had a loose tooth,
A wiggly, jiggly loose tooth.
I had a loose tooth,
A-hanging by a thread.

I pulled my loose tooth,
My wiggly, jiggly loose tooth.
Put it 'neath my pillow,
And then I went to bed.

The fairy took my loose tooth,
My wiggly, jiggly loose tooth.
And now I have a quarter,
And a hole in my head.
With a partner, analyze "Fuzzy Little Caterpillar" by considering the following text characteristics:

- Genre/Form
- Book and Print Features
- Sentence Complexity
- Language and Literary Features
- Vocabulary
- Words

Use *The Fountas & Pinnell Literacy Continuum* and The Tennessee English Language Arts Standards as resources as you analyze the poem.

- Grade 2 pp. 124-125
Reflection

- How did analyzing the text characteristics along with the original text analysis form help you to plan for teaching foundational skills during shared reading?

- Provide rationales for your thinking.
Student Writing Samples

I think that the pig is in every page because it takes him every where.

I think that the pig follow the butterfly in every page to play with him.

I think that the butterfly is folding him because the animals would not play with him.
Reflection

- How did this analysis of student writing reveal opportunities for teaching foundational skills while writing?
Word Walls

Kindergarten

Grade Two
Name Charts

Kindergarten

Grade One

Our Friends

Alexa    Jaelyn    Scotlyn
Angel    Joseph
Christian    Kailey    Zachary

Landon    Mahi

Nangelly    Nareli

Osvaldo
Word Anchor Charts

People in Our Lives

dad
mom
sister
brother
uncles
cousins
grandma
grandpa
baby
me
friends

Animals
dog
cat
bird
fish
lizard
bunny

Our Weather Wall

meteorologist
precipitation
temperature.

Climates
- polar
- temperate
- tropical

condensation

cloud types
Cirrus
Cumulus
Stratus
Nimbostratus

arctic
blizzard
Antarctica
avalanche
blubber

forest
deforestation
bushfire

monsoon
humid
tsunami
Word Study Charts

Sometimes when 2 vowels are beside each other, they can make a NEW sound. It is not a long vowel, short vowel, or r-controlled vowel sound.

oo
- tooth
- proof
- pool
- school
- balloon
- moon
- too
- smooth

oi
- oil
- coin
- choice
- voice
- noise

oy
- boy
- toy
- annoy
- enjoy
- destroy

ou
- football
- should
- good
- would
- could

oo
- football
- should
- good
- would
- could

Word Study

Adjectives

describe a noun!
Designing and Utilizing a Print-Rich Environment
Classroom Environments

Teachers don't preplan and make attractive charts to decorate the room; our word walls and charts are *working documents* created by the teacher and children together...While the general plan and the principles repeat year after year, the charts reflect the unique thinking of any one group of children; the examples they discover, the order in which they produce them, the way they organize them.

Fountas & Pinnell, 1998
Classroom Environment Tour (Grade 1)

- As you watch the video look for evidence of foundational skills teaching that has been documented.

- Consider what parts of the environment were created with the students.
How do name charts, word walls, alphabet linking charts, etc. provide the potential to support the teaching and learning of foundational skills?

What will it take to create an organized, print-rich environment that will support teaching and learning of the foundational skills in your schools?

What are some materials or resources that classroom teachers in your buildings might want to add to their classroom environments?
Reflections

- Concluding Reflection
- Reflecting on Your Learning
- Planning for the Teaching of Foundational Skills
  - Self Assessment of Teaching of Foundational Skills
  - Foundational Skills Area of Focus Planning Sheet