

## Shared Reading

Shared Reading is a group reading lesson where all students have access to the text, can see the text and participate as readers, though they may be on different levels independently. The teacher models reading with fluency and invites the students to read along. In primary grades the students read along orally and in intermediate or middle grades the students may follow along silently or chime in chorally with the teacher on portions of the text. The texts chosen provide various instructional purposes and the teacher provides different levels of support as reading behaviors are modeled.

Close Reading is the instructional portion of a shared reading lesson. The teacher models a new strategy for word solving, fix-up, phonics, text structures or other strategies. Responsibility is gradually released as the text is re-visited on subsequent days.

### Guiding Principles Shared Reading

- Shared Reading is a time to introduce new skills and strategies and to provide continued instruction through the use of a common text for each student.
- Shared Reading occurs daily for 10–20 minutes in a group setting.
- Shared Reading has a planned, specific instructional purpose with explicitly identified teaching points. This is Close Reading.

- Shared Reading instruction is differentiated according to the needs of the group.
- Shared Reading instruction uses a variety of text genres.
- Shared Reading instruction provides repeated experiences with the same text. This allows for new skills and strategies to be learned in a familiar text.
- Shared Reading instruction is designed to ensure student success.
- Shared Reading ensures that every child has access to a common text and that the students' eyes are on the text.
- Shared Reading encourages active student participation.
- Shared Reading is enjoyable.

## **Shared Reading Possibilities Beyond Day One: Skills, Strategies, and Extensions**

- For narrative, talk about the structure of the story — setting, problem, solution, characters, etc. Also, why a character behaves in a certain way, how students think the problem will be solved, the author's intentions, how students think the story will end, or how the character or characters have changed throughout the story.
- For nonfiction, how the author conveys information, something important students learned or are learning, or questions students have.
- Choral reading
- Oral cloze—pause, allowing students to fill in the next word

- Visual cloze—show beginning of a word. Using beginning and meaningful context, students can finish the word. Give strategies for students to figure out words they come to that they don't know.
- Have students act out the piece.
- Have students illustrate the story, using the text on the page, creating a familiar read for your classroom library.
- Focus on a comprehension strategy, such as questioning, visualization, etc.
- Occasionally, ask students to read a small section independently, reread, or read with a partner for a set purpose (read to find out, find an important sentence, find describing words). Teach as needed during this time.
- Have students discuss in groups of two or three – what they notice, what they wonder about, what they predict, connections they make, what they are thinking at this point, the author's purpose, a favorite part of the story, the ending of the story.
- Have students practice reading for fluency.
- Respond in writing to a question or issue from the reading.
- Students use the skills learned in shared reading in other reading activities; book reports, reading conferences, reading reflection journals, etc.

## Procedures

### Shared Reading

#### Teacher Preparation

- Plan your teaching points for close reading based on objectives and student needs. What do you want the students to learn?
- Pick your Shared Reading piece, remembering to vary the level of text each week--some high, medium, and low

throughout the year. Teacher reads the piece thoroughly and mines\* it for teaching points.

- Prepare some way for all students to be able to see the text, whether it is a Big Book, a poster or chart, an overhead transparency, or individual copies of the text for the students to have in front of them.
- Examples of Shared Reading materials may include: Big Books, poems, songs, lifted text, or nonfiction magazines such as Rigby's *Comprehension Quarterly* or *Time for Kids*.

### Day One:

#### An Introduction to and Enjoyable Reading of the Text

- Introduce the piece. As appropriate to the text, talk about the title, cover, author, and other needed background knowledge and vocabulary. Encourage predictions.
- Students may follow along visually with their eyes as the teacher reads the piece aloud *fluently*.
- Discuss meaning of the text before close reading activities.
- In primary grades close reading occurs on familiar text only.

\*mines = dig deep (see Reading Essentials by Regie Routman)

### Subsequent Days:

- Revisit the piece and discuss the mini-lessons you have had previously with this text.
- Plan and deliver new mini-lessons using this text
- Have students read the text in pairs during Readers' Workshop time

## Professional Literature Shared Reading

The Art of Teaching Reading by Lucy McCormick Calkins (266, 267, 300)

Best Practice: Today's Standards for Teaching and Learning in America's Schools (3<sup>rd</sup> edition, 2005) by Steven Zemelman, Harvey Daniels, and Arthur A. Hyde

Follow the Yellow Brick Road by Janet Allen  
Guiding Readers and Writer 3-6 by Irene C. Fountas and Gay Su Pinnell (16, 36-37, 355)

On Solid Ground by Sharon Taberski (31-32, 50, 80-81, 91, 96)

Reading Essentials by Regie Routman

Reading for Meaning by Debbie Miller

Reading To, With, and By Children by Margaret Mooney (Ch. 6)

Shared Reading: Reading With Children by Stanley L. Swartz, Rebecca E. Shook, and Adria F. Klein

Shared Reading: Why & What by Irene C. Fountas and Gay Su Pinnell

## Reflective Questions Shared Reading

### Before

- Why am I teaching this lesson? Is it assessment-driven? How do I know?
- What skill(s) or strategy(ies) will I teach?
- Is the text appropriate for the identified purpose?
- Where will this lesson fall within the To, With, and By model?
- How will I ensure that all students have access to the text?
- How will I ensure student engagement? And Eyes-on-Text?
- How will I differentiate instruction?
- How will I scaffold student learning?

### During

- Can my students see the text?
- How is the timing of the lesson? (pacing, overall length)
- Are the students getting it? How do I know?
- Am I engaging all students?
- Are we having fun?

### After

- Did all students have access to the text? How do I know?
- What skill(s) or strategy(ies) did I teach?
- Was the identified purpose met? If not, what will I do?
- Was the text appropriate for the identified purpose?
- How did I provide challenge for all students?
- How did I scaffold student learning?
- Did the students get it? How do I know?
- How was the timing of the lesson? (pacing, overall length)
- Were the students engaged? How do I know?
- How will I follow up in guided practice?
  - What will it look like in Guided Reading?
  - What will it look like in writing?
  - How long will I revisit this teaching point?
- What's next in Shared Reading? Why?