

Read Alouds • **Shared Reading** • Small Group Reading Instruction
• Writing • Phonological Awareness • Word Work • Oral Production • Visual
Literacy • Digital Literacy • Cross Curricular Literacy

COMPREHENSIVE LITERACY GUIDES *GRADES K-6*



SHARED READING

GRADES K-6



OVERVIEW

Shared reading is an interactive and purposeful reading experience that occurs when students participate in the reading of a book or other text as one voice while guided and supported by a teacher. Shared reading is an essential component in the language arts classroom because students have the opportunity to read fluently with the teacher's voice always present. Through shared reading, the reading process and key strategies are modeled and practiced. It helps students make the transition from high support to independent reading (readingrockets.org).

An extension of shared reading is Performance Reading such as Reader's Theatre where students practice a text to enhance their prosody and fluency and to perform it proficiently.

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 1:

Explore thoughts, ideas, feelings and experiences

- 1.1 Discover and Explore
- 1.2 Clarify and Extend

General Outcome 2:

Comprehend and respond personally and critically to oral, print and other media texts

- 2.1 Use Strategies and Cues
- 2.2 Respond to Texts
- 2.3 Understand Forms, Elements and Techniques

General Outcome 3:

Enhance the clarity and artistry of communication

- 3.1 Enhance and improve
- 3.2 Attend to conventions
- 3.3 Present and share

General Outcome 4:

Respect, support and collaborate with others

- 4.1 Respect others and strengthen community
- 4.2 Work within a group

SNAPSHOT:

- Shared reading can be a whole class or a small group activity. The critical component of shared reading is that as the teacher interacts with the text, they also need to observe each student actively engaging with the text.
- Shared reading should not be confused with round robin reading. The intention of shared reading is that all participants are reading at the same time, so no student is singled out or reading without support.
- Before, during and after conversation is important to build understanding of the reading process and reading strategies. Shared reading is an excellent method to introduce new concepts and model strategies. This strategy can be used to introduce students to new genres, to access more challenging text with sophisticated vocabulary/themes, prior to guided practice or before students undertake independent reading or inquiry.

PURPOSES FOR SHARED READING

Teaching a Strategy

Shared reading can be used to model a reading strategy to the class. Repeated readings allow students to practice the strategy and students can then be asked to apply it in their own independent reading.

Reading for Understanding:

Prior to reading a shared text, invite students to predict what it is about or what will happen. Read the text out loud together to build understanding. Reread as necessary. Discuss to make sense of the text and confirm predictions.

Reading for pleasure/performance/craft:

Prior to reading, students make predictions. First reading is simply to experience and enjoy the story. Second reading, clarify vocabulary. Third reading, zoom in: understanding and comprehension, content knowledge, punctuation, expressiveness, word choice, voice or literary devices (rhyming, imagery, emotions, similes).

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CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Shared reading can be used throughout the year to support students as they engage with content rich texts. A shared reading text can also serve as a mentor text where students are then able to create their own text using the mentor text as a model.
- Shared reading can occur with any text that can be displayed or where multiple copies are available: poetry, newspaper articles, big books and subject specific textbooks.
- To maximize effectiveness, plan before, during and after reading prompts. Familiarization with the text is necessary to determine the reading purpose, plan key teaching moments, identify text features, and anticipate challenging vocabulary.
- The teacher may opt to read the entire text to the class the first time they encounter it, before engaging in a shared reading of the text. Read the text with students more than once, ideally with a different purpose each time, so that they will become more familiar with the letters, patterns, words and phrases.

Before - Preparing and engaging

*ensure all students can see or have a copy of the text

- activate prior knowledge
- set purpose for reading
- identify the focus of the lesson, the teaching point
- discuss title, cover, back cover and pictures (depending on format of text)
- conduct a picture walk to engage students in the story (depending on format of text)
- introduce concepts, characters or events (depending upon the book, the purpose, structure, genre, and new words)

During - Enjoyment

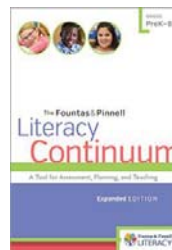
- build scaffolding so that students feel so supported that they enjoy reading the book

- read the text as naturally as possible, modeling phrasing and fluency
- teacher sets a slower reading rate so all students are able to read along
- pause to highlight teaching point/specific teaching strategy (predict, question, infer, etc.)

After - Extending understanding

- discuss student thinking through open ended questions
- reserve time for reactions and comments
- relate the story to the students' similar experiences and make connections to prior learning
- may lead to a written response or a follow-up task

RESOURCES



Fountas, I. & Pinnell, G. (2017). *The Fountas and Pinnell literacy continuum*. Portsmouth, NH: Heinemann. p. 101-160.

Reading Rockets - Shared Reading: An Instructional Strategy for Teachers Grades K-3:

<http://www.readingrockets.org/content/pdfs/SharedReading.pdf>



Scholastic - Literacy Place in the Early Years, Literacy Place Moving Up, and Inquiry kits contain shared reading resources (texts with before, during and after reading questions):

<http://education.scholastic.ca/category/LPEY>

<http://www.scholastic.ca/education/movingupwithliteracyplace/index.html>

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A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:



In shared reading children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. (Fountas & Pinnell, 1996)



The shared reading experience also provides the opportunity for the teacher to share different genres, or types of books, with students and familiarize them with some of their text features. (Taberski, 2000)



In shared reading, skills are learned in the context of meaningful familiar text. The children are actually engaged with the text and reading. They are tackling the text with a problem solving attitude and learning or using skills: they are not practising skills in isolation. An important purpose of shared reading is the explicit demonstration of reading strategies and the articulation of what those strategies are. (Hornsby, 2000, pp. 29–30)

CONSULTANT TIPS

- Ideal use of big books.
- A SMART Board and a document camera are invaluable.
- Clarify expectations and practice pacing, volume and expression.
- Use a pointer stick and a clear start signal.
- Choose a short text that lends itself to oral reading.

PHOTOS/ VIDEOS - SEE IT IN ACTION

Kindergarten -

<https://www.youtube.com/watch?v=PsWQ0R2BnF8>

1st Grade - <https://www.youtube.com/watch?v=iG1hgrVuFMM>

2nd Grade - <https://www.youtube.com/watch?v=-VI3VK5Fe7Q>

CRITERIA OF EFFECTIVE IMPLEMENTATION

The teacher:

- ✓ selects a variety of high-quality texts that students may not be able to experience on their own
- ✓ creates a positive experience where all students can participate, receive support and experience success;
- ✓ promotes development of listening and reading comprehension skills;
- ✓ teaches effective reading strategies and skills;
- ✓ fosters development of problem-solving skills as they apply to reading;
- ✓ reinforces students' understanding of concepts of print and letter-sound relationships;
- ✓ reviews patterns of reading that are familiar to students, and explores new ones;
- ✓ teaches vocabulary;
- ✓ introduces new genres;
- ✓ highlights text features that are specific to the genre being read;
- ✓ makes cross-curricular links to other subject areas;
- ✓ demonstrates how reading strategies are applied in authentic reading situations;
- ✓ makes ongoing observations and assessments of students' progress;
- ✓ selects texts for future shared reading lessons that will address students' needs as identified by assessment data.



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SHARED READING TEACHER SELF ASSESSMENT

<http://www.hpedsb.on.ca/ec/services/cst/elementary/literacy/documents/SharedReadingSelfAssessmentContinuumRevised.pdf>

CRITERIA OF EFFECTIVE IMPLEMENTATION continued

Students:

- ✓ learn by listening carefully to a variety of high quality texts read by good models;
- ✓ develop reading skills and strategies within an authentic reading context;
- ✓ develop an understanding of what reading is, and develop the confidence to read;
- ✓ join in the reading when they are ready to do so;
- ✓ practise reading in a safe, supportive environment, allowing themselves to take risks and make mistakes;
- ✓ listen to/hear themselves read;
- ✓ notice that some words occur again and again, and learn to recognize them;
- ✓ develop the ability to read fluently and expressively, using appropriate phrasing;
- ✓ experience reading a variety of genres (e.g., stories, poems, daily messages, songs, procedures);
- ✓ express preferences and personal interests among the texts read.

(A Guide to Effective Reading Instruction, Ontario 2003)

MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Shared reading materials can be adapted by enlarging text, using braille, or other adaptive technology.
- Use digital texts for shared reading.

