

Shared Reading
Teacher models the reading of a short, complex text (e.g. poems, song lyrics, excerpt from a story or novel, etc.) while students join in and/or share the reading.

Shared Reading

- Bridges teaching and learning across the curriculum
- Builds confidence in struggling readers
- Provides a good lead-in to small group conversations
- Moves at a brisk pace so that students remain engaged and focused
- Goes beyond listening to a read aloud (gradual release of responsibility)
- Provides lots of teaching in a short period of time

Teacher's Role

- Selects engaging text
- Makes reading an enjoyable experience
- Builds confidence and competence in struggling readers
- Reads aloud in an expressive voice
- Highlights features of text
- Demonstrates how reading works – skills, strategies, and behaviors of good readers such as one-to-one matching, directionality, etc.
- Engages students through participation, not just listening
- Chooses several appropriate stopping points to discuss what has been read
- Poses questions for discussion
- Guides and supports discussion
- Demonstrates thinking strategies while reading (making connections, inferring, confirming predictions, summarizing, and recalling important parts)
- Observes responses and behaviors of students to determine the appropriate next step

Students' Role

- Join in and read the with the teacher
- Listen to and talk with one another in group discussions
- Think about what's happening in the text
- Participate in an opportunity that goes beyond listening

Resources

- Highly, engaging, informative text that is close to or above the reading level of the majority of the students (developmentally appropriate)

- Texts that are clearly visible to all students
- Texts that contain elements that support fluent reading (familiar vocabulary, easily understood concepts)
- Easel (if using big books)
- Pointer (may be used at the pre-emergent, emergent, early levels)

Procedures

- Introduce text, talking about the cover, title, author
- Provide necessary background knowledge for understanding and encourage predictions
- Discuss crucial vocabulary and concepts
- Make sure text is visible to all students and have students follow along visually
- Have students discuss with a partner, in a small group, or as a whole group:
 - Notices (What did you notice?)
 - Wonders (What are you thinking or wondering?)
 - Predictions (What do you think will happen next?)
 - Connections (What connections did you make?)
- Provide opportunities for rereading to improve fluency

Assessment of Shared Reading

- Observe attention of students and oral responses. Depending on the level of the students, have them respond to the reading by talking, drawing or writing.

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