



AMERICA'S
CHOICE®

Reading Monograph Series

Shared
Reading



Elementary
Version 5

America's Choice®, is a subsidiary of The National Center on Education and the Economy®, a Washington, DC-based non-profit organization and a leader in standards-based reform. In the late 1990s, NCEE launched the America's Choice School Design, a comprehensive, standards-based, school-improvement program that serves students through partnerships with states, school districts, and schools nationwide. In addition to the school design, America's Choice provides instructional systems in literacy, mathematics, and school leadership. Consulting services are available to help school leaders build strategies for raising student performance on a large scale.

© 2007 by America's Choice

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system without permission from the America's Choice permissions department.

America's Choice and the America's Choice logo are registered trademarks of America's Choice. National Center on Education and the Economy and the NCEE logo are registered trademarks of The National Center on Education and the Economy.

First printing 2002
6 7 8 9 10 10 09 08 07

ISBN 1-931-95406-2
www.americaschoice.org
products@americaschoice.org

Reading Monograph Series

Shared Reading



AMERICA'S

C H O I C E[®]

Table of Contents

Shared Reading

Introduction	1
The Structure and Characteristics of Shared Reading	3
The Basic Structure of Shared Reading	
Characteristics of Effective Shared Reading	
Learning Opportunities	4
Student Responsibilities	4
Teaching Opportunities	5
Teacher Responsibilities	5
Explicit Instruction and Shared Reading	6
Strategic Reading and Shared Reading	7
Choosing Texts for Shared Reading	10
Establishing Environment and Structure	12

Introducing the Text	13
Reading and Discussing	14
Evaluating Shared Reading	16
Providing Follow-Up Activities	17
A Final Note	18
Appendix A	19
Appendix B	20
Sample Reading Lessons	
References	23

I define shared reading as any rewarding reading situation in which a learner — or group of learners — sees the text, observes an expert (usually the teacher) reading it with fluency and expression, and is invited to read along. The learner is in the role of receiving support, and the teacher-expert accepts and encourages all efforts and approximations the learner (the novice) makes (Routman 1994, 33).

Shared Reading

Introduction

When you and a group of students read text together for a specific instructional purpose, it is commonly called shared reading. Shared reading provides a foundation for the reading process by employing your knowledge and expertise of how text works and sounds. Consequently, students can use what they have learned in shared reading when they read text in a variety of situations. They learn how to read with expression, phrasing,

intonation, and pacing. They have the opportunity to talk about shared texts in a large group setting. Helen Depree and Sandra Iverson write in *Early Literacy in the Classroom*, “Shared experiences in language are part of the heritage of all cultures. Shared reading can be used with any age level or ability, any class group, or individual. It develops positive feelings towards stories and book experiences in a relaxed, secure situation” (1994, 34).

Don Holdaway developed shared reading in the 1970s from his work with primary students in the Auckland, New Zealand public schools. After observing that some students learned to read independently very quickly, Holdaway found that these early readers had been consistently read to at home by an adult, usually a parent. He looked for ways that teachers could apply these conditions to a classroom setting. Shared reading is similar to the bedtime story, when the parent reads and the child is actively involved by commenting, questioning and reading along. Like the bedtime story, shared reading can “provide a solid foundation for reading and writing. At the same time, it fosters a sense of community as children collaborate to talk, think, listen, and join in the reading” (Parkes 2000, 12). The conditions of the shared reading experience, where you demonstrate and the students participate, are supportive of that friendly, positive experience in reading that some students may never experience outside the classroom. In other words, shared reading is noncompetitive and mistakes are considered healthy parts of the process (Depree and Iverson 1994, 34). In fact, creative approximations should be affirmed as positive.

Shared reading is used most commonly in primary- and upper-elementary classrooms where students are still focusing on learning to read, rather than solely on reading to learn. The reading is shared because the students do not just listen to you read — they actively follow along. From this experience, they get a sense of the text’s rhythms and inflections as read by a fluent reader. They also benefit from the shared reading just as younger students would when you stop to think aloud, share your own reading strategies and discuss sections with them.

The Structure and Characteristics of Shared Reading

The Basic Structure of Shared Reading

The basic structure of a shared reading experience consists of the following parts or steps:

- Choosing the appropriate text for the strategy or text structures you want to teach
- Establishing the environment and structure of shared reading
- Introducing the text
- Reading and discussing the text
- Evaluating the session
- Providing follow-up activities that complement and maximize the effectiveness of shared reading

(Adapted from Ministry of Education 1997, 73)

Characteristics of Effective Shared Reading

There are a number of characteristics that can help you understand when the shared reading in your classroom is really working.

- The experience is comfortable and enjoyable.
- A variety of texts are introduced and explored.

- Students actively participate.
- Approximations are celebrated and receive response.
- Active and enthusiastic participation increases over time.
- Meaning is collaboratively negotiated.
- Favorite texts are repeatedly requested and re-read.
- Resources are readily available.
- Students are encouraged to make text-to-self connections.
- Students are encouraged to make text-to-text connections.
- Students are encouraged to make text-to-world connections.
- Students are encouraged to internalize process and content.

(Adapted from Parkes 2000, 13)

Shared reading allows the texts to come alive and encourages student readers to see reading as something communal and something to be shared. It broadens and deepens understanding through collaborative discussion and it fosters and reinforces the habits of fluent readers. When you begin to see the characteristics and results listed above, you will know that shared reading is achieving its goals.

Learning Opportunities

Shared reading provides opportunities for students to:

- Read enlarged text that all can see (to truly share the experience)
- Read silently along with the teacher from individual texts (after 4th grade)
- Read in a risk-free environment, practicing the process of reading with full support
- Engage in social interaction and support
- Hear and use literary language
- Activate prior knowledge
- Be exposed to many genres
- Experience reading for enjoyment as well as purpose
- Learn strategies that will enable them to become fluent readers, including phrasing and inflection
- Learn strategies that will enable them to construct meaning from both fiction and nonfiction text
- Increase vocabulary
- Improve understanding of the print-sound code
- Focus on concepts of print
- Improve overall comprehension

Student Responsibilities

The students are responsible in shared reading situations for:

- Gathering in the designated location for shared reading when it is time to begin
- Paying attention as you read the text for the first time or reading silently along, if they are fluent readers
- Joining in on the reading (out loud if they are emergent or beginning readers)
- Asking questions and joining in discussions of the shared text
- Sometimes re-reading the texts on their own during independent reading time
- Participating in any follow-up activities, such as choral reading or readers' theater

Teaching Opportunities

Shared reading provides opportunities for you to:

- Demonstrate early strategies such as concepts of print, directionality and one-to-one matching
- Demonstrate strategies to teach students how to construct meaning
- Demonstrate fluency, phrasing and inflection
- Provide students with a tool for accessing prior knowledge
- Provide a high level of support
- Create resources for students to use for independent reading, writing and word study
- Involve students in grades K-3 in choral reading
- Motivate students to make connections to other content areas
- Point out the structure of nonfiction texts
- Create a sense of community in the classroom
- Provide a secure setting for Book Talk or Accountable TalkSM

Teacher Responsibilities

Your role in shared reading is as a model and a support to students' literacy learning. You should:

- Choose books that will be appropriately challenging and that will allow you to model the strategies students need to internalize to become better readers
- Ensure that the text is readable for and/or accessible to the students so they may join in the reading
- Teach students the procedures of shared reading
- Model strategies during shared reading that the students may transfer to their independent-, partner- and guided-reading experiences
- Encourage participation with nods, smiles and responses
- Offer follow-up activities to support the learning that occurs during shared reading

Explicit Instruction and Shared Reading

Shared reading sets the stage for the strategies and text structures that students practice during Readers Workshop and teaches them to employ those strategies when reading and writing in all situations of their lives. This is where explicit instruction takes place and where lessons can be embedded. During shared reading time, students have the opportunity to experience and respond to texts along with you in a risk-free environment. Even though you provide most of the support, students are encouraged to participate by either reading aloud books of their choice, reading along silently or reading along chorally at your direction. In the process, they learn the structures, conventions, genres, and styles of texts that they may be encouraged to write in those ways after the shared reading experience. In this way, reading and writing meet, support each other and allow students to completely engage in literate lives. Shared reading is an essential component of the Readers Workshop because it is where you demonstrate how to become a proficient reader (and writer).

In *The Explicit Teaching of Reading*, Lyn Wilkinson writes:

One of the goals of explicit teaching is the development of metacognition—the ability to think and talk about learning or the ability to deal with learning in an abstract way. It is a metacognitive ability that allows learners to transfer known information and strategies to new situations, to plan and operate strategically when they are confronted by new learning contexts, and to monitor and evaluate their attempts and adjust behavior when they are less successful than they would wish. The teacher who uses explicit methods deliberately provides insights into the ways in which a proficient language user operates, encouraging students to be aware of their own processes and giving them the language to talk about it (1999, 7).

Shared reading is explicit instruction; it not only teaches students how to read words, but it helps them to understand, think about and discuss what they have read and even how they have read.

You can teach strategies such as thinking aloud explicitly by:

- Demonstrating the strategies
- Involving students in activities that allow them to practice the strategies
- Fostering discussion about strategies

Strategic Reading and Shared Reading

In shared reading, students have the opportunity to read books that they may not be able to master independently, but they can successfully read along with you and their classmates. It fosters a risk-free atmosphere and serves as a bridge between reading to the student, as in read-aloud, and reading by the student, as in independent reading. It does this by fluctuating between the act of reading to and the act of reading with the student; the end result is that the student will be better able to read independently.

Shared reading is the method in which you illustrate the process of becoming a strategic reader, while allowing students to participate actively. Shared reading can be used for whole-class and small-group instruction. The focus of the instruction comes from a careful assessment of what the class or group needs as a whole. Each time the text is used, the specific strategy

that the students will focus on in their independent reading should be modeled for them. The reading strategies introduced in shared reading are later reinforced and practiced in guided reading.

Strategic reading is when metacognition — the ability to think and talk about learning or the ability to deal with learning in an abstract way (Wilkinson 1999, 7) — takes place and the reader is using problem-solving thought processes to construct meaning from text. The strategies that readers use will develop as they move through the stages of reading. The table on the following page lists some important strategies and behaviors for emergent, beginning and fluent reading.

Not all strategies are easily observable, but many can be inferred by observing the behaviors. Although these are expectations for each stage of reading, they are not concrete. You will need to be mindful that students use a range of strategies that depend

on their familiarity with the texts that they are reading and the prior knowledge that they bring to the reading. As a student progresses, the strategies are integrated; however, fluent readers may revert back to earlier behaviors when they are presented with challenges. To nurture

the process of strategic reading, you will need to demonstrate strategies by employing and explaining them during a shared-reading lesson where students can try out a strategy, yet still have your support. Shared reading is a terrific opportunity:

Strategy	Behavior for Emergent Readers	Behavior for Beginning Readers	Behavior for Fluent Readers
Directionality	Students use fingers to indicate direction and return sweep.	Students begin to read the book, matching text with their eyes, but reverting to finger pointing when tired or when there are challenges presented.	Students scan phrases with the eyes. They may point to where there are places of difficulty.
One-to-One Matching	Students begin to match one spoken word to one written word.		
Monitoring	Students begin to match one spoken word to one written word. Students begin to notice discrepancies between print and what they try to say. This may occur at the level of meaning, structure, word, or letter before an unknown word or after an error.	Students notice discrepancies in meaning and structure at word and letter levels. They begin to use prior knowledge to assist with self-correction.	Students are able to integrate the use of both large and small chunks of meaning, language structure and visual information to foster ongoing monitoring of reading comprehension.
Searching	Students may pause and search in the picture, print or their memory for known information. This may occur before an unknown word or after an error.	Students demonstrate an ability to search using letters and letter clusters as well as meaning and language structures.	
Self-Correction	Students start to correct some errors by re-reading a previous phrase or sentence.	Students correct many of their errors by repetition of a problem word or preceding two or three words.	Self-correction is still encouraged.

For teachers to model fluent reading. It also provides opportunities to show students how to use strategies to integrate meaning and how to use structural and visual cues to solve unknown words. These ideas can be talked about easily and naturally during the reading (Ministry of Education 1997, 72).

Strategies are methods by which readers problem-solve before, during and after they read. Skills are the procedural knowledge readers acquire or internalize to advance as readers. For example, a skill is knowing how to read fluently. A strategy helps a student get to that point. Shared reading is an excellent way to introduce and extend students' understanding and employment of specific strategies that are needed to improve comprehension of text. The following habits of expert readers are just a few that can be demonstrated during shared reading:

- Connecting known information with new information in the text
- Self-monitoring
- Self-correcting when the meaning is lost
- Determining importance
- Synthesizing information and keeping track of meaning
- Inferring, where necessary, to understand
- Questioning regularly to integrate new knowledge and to actively engage with texts

(Pearson, et al. 1992, 154; Keene and Zimmermann 1997, 22–23; Miller 2002)

Shared reading is an excellent way to introduce and extend students' understanding and employment of specific strategies that are needed to improve comprehension of text.

Choosing Texts for Shared Reading

Choosing an appropriate text and making it readable and available to all students are crucial steps to a successful shared-reading lesson; these are the first two pieces of the shared reading process. The choice of materials for shared reading will vary from class to class, depending on established goals. Text selections may come from fiction and nonfiction genres, including familiar songs, rhymes, chants, alphabet books, and national documents.

The availability of enlarged text, such as Big Books, has made it increasingly viable to utilize this approach. However, any text can be enlarged by hand on chart paper or on overhead transparencies. It is also possible to use individual copies of texts along with the enlarged text. The vital point is that all students have access to the text as it is being read.

The texts that are chosen should be worth reading more than once. Careful consideration should be given to the students' stages of development and the purposes for reading. Good examples for emergent readers are stories with strong story lines, rich language and bright illustrations that strongly support the text. Good texts may also have rhymes and stories with patterns and/or poems. The books should also be motivating and exciting.

As students advance in their levels of reading, the texts used for shared reading should provide more challenges for them and should provide more opportunities for increasing vocabulary and utilizing new strategies. For older, more fluent readers, texts that allow for more in-depth analysis, such as poetry or a persuasive piece of writing, are an excellent way to foster discussion and Accountable Talk™. Texts that contain diagrams and charts can also be used to demonstrate how to interpret statistical or other information. Text used for shared reading can be used over and over again for different purposes.

The following characteristics can be used to help guide you in selecting books for shared reading with emergent and beginning readers:

- Strong story lines grounded in experiences familiar to students
- Rhythm, rhyme and predictable patterns in text
- Factual experiences told through clear writing and organization and supported by photographs or realistic pictures
- Lively and uncontrived language

- Illustrations that support and extend the text
- Many entry points for students to participate through reading and talking
- Humor
- Action-packed plots
- Memorable characters and language
- A satisfying ending
- Print that is sized for easy reading by all students
- Language and structure appropriate or slightly challenging for the students

(Adapted from Parkes 2000, 14; Depree and Iverson 1994, 36)

You may also want to consult the *Independent Reading* monograph for additional ideas about choosing texts that consider both your purpose for the shared reading and the students' interests and developmental levels.

The *Guided Reading* monograph offers further information about selecting texts based on students' reading accuracy levels (determined through running records). In Appendix A, you will find a chart that matches reading accuracy rates to instructional approaches — this will be helpful in determining texts for shared-reading sessions.

Through all stages of reading, shared reading should include both fiction and nonfiction in all content areas: English language arts, science, social studies, art, and math. This breadth of content and genre provides opportunities for students to:

- Make cross-curricular connections
- React to a wide variety of texts
- Translate their reading strategies to those texts
- Build more specialized vocabularies

Though shared-reading texts in each content area will take different forms, these content area texts can all be examined for information such as title, author, illustrator, publisher, index, glossary, and table of contents. The texts should also be available for students to read independently to practice and reinforce the strategies that were taught. Some of the Big Book texts may even come with identical smaller, individual books to be used during independent-reading time.

Establishing Environment and Structure

To foster an effective shared-reading experience, you will need to establish a comfortable environment and a predictable, consistent structure for the reading. The environment should consist of a place to sit, a way to view the text and tools for following along and solving words. The structure will need to include identifying and addressing goals and strategies and making them clear to the students.

Shared reading for young students should take place in a meeting area where you sit on a chair next to a teaching easel that displays charts and Big Books. It is essential to have an easel or chart paper handy to record spelling patterns and other features of text. Primary students should sit on the floor close to you and comfortably close together, preferably on a carpet or rubber mat. You may want to avoid

sitting too high above the students — a lower chair will better foster a sense of closeness and community (Parker 2000, 13). Upper-elementary students can sit at tables or their desks if sitting on the floor is not an option. If older students stay at their desks, make sure that they can see the text, either by putting the selection on a transparency or by making a copy available to each student.

The text should not only be large enough for all students to see, but they should have a line of vision to the text. In other words, make sure they can see over or around each other to view the text. Since repetition is so important for emergent and beginning readers, make sure the texts are readily available to the students to return to during independent reading time and when working with partners. You might designate a basket for books that you have shared as a class.

The content of the text can span the curriculum. For more fluent readers, you can create graphic organizers on chart paper to record plot, theme, character analysis and development, main ideas, details, or information reflected in nonfiction texts.

Supplies for Shared Reading:

- Easel or overhead projector
- Chart paper or transparencies
- Pointer
- Books: Big Books and/or individual copies of texts
- Markers
- Highlighter tape
- Sticky-notes

To structure the shared reading, the focus and goal of each lesson must be clear and purposeful and the strategy should be modeled using the shared text. A shared-reading lesson should take from 10–20 minutes, and the length of material should be determined by the time frame (see the sample lessons in Appendix B). Within a lesson, it is important to focus on and to teach one thing. It is also vital to split the lesson between explicit instruction and discussion. At the end of the lesson, students are encouraged to apply the strategies that are introduced when they practice reading independently, with a partner or in a guided-reading group.

Introducing the Text

Introducing the text with a Book Talk helps to motivate the student readers who will share this reading experience with you. It is important to introduce the text and invite students to make predictions about the text for the first reading. The introduction should be brief and involve discussion of the title, illustrations and author. You might begin by giving the students a visual tour of the book, showing them the front and back covers, giving them a preview of a picture or two, or showing them some of the tables and charts in the text. Consider also telling them a little bit of the author's biography, about the other books the author has written or about what people say about this text (reviews). For more details about giving a Book Talk, see the *Reading Aloud* monograph and the *Talking About Books* monograph.

A variation on the standard Book Talk might include reading aloud to the whole group a poem or another short selection on the same topic as the text you will read together. For instance, before sharing the book *Stellaluna*, by Janell Cannon, consider reading this four-line selection from Tennyson's *In Memoriam*:

And Bats flew round in fragrant skys
and wheel'd or lit the flimsy shapes
that haunt the dusk; with ermine capes
and wooly breasts, and beaded eyes.

Another poem that might be appropriate to accompany *Stellaluna* is "The Bat" by Douglas Florian (in *Mammalabilia*). This poem also highlights bat behavior. Follow the brief poetry selection with a little discussion of what students already think or know about bats, what they hear in the poetry and what they expect in the book.

Reading and Discussing

Discussion can take place before, during and after each reading. Before reading, discussion gets students interested and excited about beginning the reading and gives them some context for the reading. During reading, discussion clarifies and begins to extend beyond the text by making connections to self, other texts and the world. After reading, discussion solidifies growing knowledge about reading, about the content of the text and continues to extend learning beyond the text.

Before the reading, when you give the Book Talk (even if the reading is a textbook or poem, it is still called a Book Talk), encourage students to relate any prior knowledge they have that connects with the general topic of the text. For emergent readers, especially those that have few experiences to recall, you may not only need to tap background or prior knowledge but also develop it. Developing and utilizing background knowledge is critical to reading for meaning and understanding. Besides using illustrations, you may want to offer hands-on experiences. For example, when reading about butterflies, consider collecting a caterpillar and observing it as it creates its chrysalis and emerges changed. In the process, students will learn the

vocabulary of this transformation and will retain it. When reading about dolphins, you might take a field trip to an aquarium/oceanarium or show a video about dolphins.

During reading, you will want to guide the reading of the text while the students follow along and join in. With emergent readers, you should use a pointer to point to each word as it is read. These techniques model attending to print, directionality and one-to-one matching. Then, when the students feel ready to join in the reading, simply encourage them and respond to their questions. When you read with expression, emphasizing rhyme and rhythm, students will naturally want to repeat the text with you.

With more fluent readers, it is not necessary to point to every word; however, you can use the pointer to draw attention to words, information and distinct text features. Students can be invited to join in the reading if it is short and has a repetitive pattern. When the text is more comprehensive, students should be encouraged to read along silently.

In shared reading with older students who are fluent readers, emphasis is placed on interpreting and analyzing more challenging texts. This is a good time for you to model think-aloud strategies to demonstrate how readers construct meaning using strategies such as inference or

prediction. To demonstrate a think-aloud for students:

- Read a portion of the text
- Show students one of the types of thinking they might do while reading the text. Types of thinking include:
 - ◆ Predicting
 - ◆ Visualizing
 - ◆ Making connections
 - ◆ Identifying the problem
 - ◆ Monitoring and self-correcting
- Continue with the reading, pausing at appropriate places to continue modeling
- Discuss the think-aloud with the students
- Begin creating a chart that lists the types of strategies students practice through think-alouds that they might apply to their independent reading
- Post the chart for student reference

Developing and utilizing background knowledge is critical to reading for meaning and understanding.

See the *Reading Aloud* monograph for an additional discussion of think-aloud strategies and demonstrations.

Even after reading, opportunities should be provided for students to participate and show how parts of text support their interpretations. This should lead to discussion and Accountable Talk that is further developed during partner reading, book discussion groups and even in book clubs.

While re-reading a text that the students are already familiar with, you can model many strategies, such as using pictures to predict words and meanings and checking one source of information against another to make sure a word looks and sounds right. Removable stickers or sticky-notes can be used to cover up words or letters to help students use other sources of information other than just the visual information to solve words. Highlighter tape can also be used to emphasize word study.

Discussion relating to the text is an integral part of shared reading that complements and enriches the experience. This fosters interaction between the readers and promotes the sense of community in the classroom. It also provides the extra assistance students sometimes need to make sense of texts.

Evaluating Shared Reading

To evaluate how successful a shared-reading session is, it is necessary to carefully observe students while they interact with the text. At the emergent stage, you can watch closely to see which students are focusing on the text, who joins in the reading and who asks questions. This can help determine what the focus of the next shared-reading session should be and what strategies need to be concentrated on when working with certain students in guided reading groups.

With fluent readers, you should note students' levels of comprehension through observation of their knowledge of text structure, their knowledge of the characteristics of various genres and their vocabulary development. This information is essential in determining students' reading progress. A good planning strategy is to move from shared reading to smaller, facilitated book-group discussions, followed by the expectation that the students will complete some independent writing. For instance, you might ask the students to demonstrate through a brief writing project a particular genre that has been introduced, discussed and read in small groups.

Providing Follow-Up Activities

One of the best things you can do with emergent and beginning readers is to plan a second (and even third or more) reading of the text. On the second reading, you can encourage the students to join in on memorable phrases (Depree and Iverson 1994, 35). Some instructional focuses you may consider for a second shared-reading session are:

- Clarification and extension of the understanding of the story as a whole
- Clarification, location and extension of vocabulary
- Checking of language predictions — did guesses make sense, sound right, look right
- Concepts of print

(Depree and Iverson 1994, 35)

After a shared-reading session, emergent and beginning readers may:

- Re-read with a partner
- Focus on print features, matching words or phrases (written on a sentence strip or on sticky-notes) with the text itself
- Use sentence strips (created by you) to reconstruct the story in a pocket chart or on a desk or table

- Write the exact text of the story on sentence strips or cards, illustrate each strip and then put it together, creating a new copy of the book for the class
- Perform the text as a drama, choral reading, readers' theater, or puppet show
- Rewrite the story, changing the characters, setting or action, but retaining the language structure as a support for writing
- Draw pictures that represent portions of what they have read

Older, more fluent readers may also need a second or third shared-reading session to illustrate different features of the same text. For instance, in the first session, you might focus on flashback, and in subsequent sessions you might focus on setting or character development. The importance of picking a well-loved, rich text for shared reading, as multiple readings may be required, should be clear.

A Final Note

For students to become competent and independent readers, it is essential to provide varying levels of support. This approach is called scaffolded instruction, which “implies that what children can do with help, they can ultimately do alone. To facilitate this, each child works in partnership with a more capable peer or adult who *scaffolds* the task by engaging in appropriate instructional interactions” (Depree and Iverson 1994, 25, emphasis added). Shared reading is an essential part of students’ reading experiences because it helps to

empower them to become successful independent readers; it is part of the scaffolded instruction. Embedded in this idea of instruction building or scaffolding is the important principle that instruction must engage young students and make sense to them before they can internalize strategies, gain skill and increase their ability to continue learning. The IRA and NAEYC¹ support a multi-faceted, scaffolded approach to education. In a joint statement, they write: “capitalizing on the active and social nature of children’s learning, early instruction must provide rich demonstrations, interactions, and models of literacy in the course of activities that make sense to young children” (1998, 204).

When you include shared reading in the Readers Workshop, you are providing “rich demonstrations, interactions and models of literacy” students can turn into strategies which will enable them to move ahead in their reading (and writing) skills. Shared reading is vital and important to language growth for all students. It is indeed one of the “shared experiences in language [that] are part of the heritage of all cultures” (Depree and Iverson 1994, 34).

Shared reading is an essential part of students’ reading experiences because it helps to empower them to become successful independent readers; it is part of the scaffolded instruction, which “implies that what children can do with help, they can ultimately do alone.”

¹ International Reading Association and National Association for the Education of Young Children.

Appendix A

A detailed discussion of running records and other assessment methods in the *Guided Reading* monograph will help you learn about reading accuracy rates. Below is a table that matches reading accuracy with instructional approaches. This table may help you teach your students about how all texts and reading experiences are not equal but can be equally enjoyed if approached the right way, with the right support.

Matching Reading Accuracy with Instructional Approaches

Type of Text	Students' Reading Accuracy (%)	Instructional Use
Easy	99–100	Good for practicing fluency, but should not be used as the only texts for independent reading
Just Right	95–98	Just right for everyday independent reading
Instructional	90–94	Good for guided reading and partner reading
Challenging	89 and less	Good for shared reading and read-alouds; higher accuracy (86–89%) good for partner reading

In the following table, adapted from *Put Reading First* (Armbruster, Lehr and Osborn 2001), you can see that the accuracy ranges are equivalent to the above.

Independent	Instructional	Frustration
Relatively easy text for the reader, with no more than 1 in more than 10 words difficult for reader (95% success)	Challenging but manageable text for the reader, with no more than 1 in 10 words difficult for the reader (90% success)	Difficult text for the reader, with more than 1 in 10 words difficult for reader (less than 90% success)

Appendix B

Sample Reading Lesson Shared Reading for Emergent Readers

Resource Materials:

Big Book (such as *When the King Rides By* by Margaret Mahy)
Pointer
Sticky-notes
Chart paper
Markers

Grades: K-2**Audience:** Whole class**Purpose:** To improve comprehension and vocabulary through use of context clues, predictions, illustrations, and phonemic awareness.**Goal:** Students will determine words using context clues, predictions, illustrations, and phonemic awareness.**Procedures and Explanations:**

1. Introduce book; cover one word in title with sticky-note. Have students make predictions for what the book is about and what the word is that is covered. You might take a picture walk (skimming through the book, looking at the illustrations to help make predictions).
2. Read the book to the students, having them try to read along with you, pointing to each word with a pointer as you say it.
3. Stop at the word that is covered by the sticky-note and have the students try to figure out the word, discussing the strategies they are using, i.e., looking at illustrations, looking at the words before, and determining what makes sense in the sentence. After they make guesses, ask what letter with which each word would begin, and uncover the first letter of the word to eliminate or accept their guesses.
4. After the book is read, make a list on a chart of the strategies the students used to figure out words in context.
5. To summarize, have the students recount what strategies they used to figure out the words that were covered. Discuss how they could use these strategies with words they do not know during independent and guided reading. Also consider putting some of the words on the class Word Wall.

Sample Reading Lesson

Shared Reading for Beginning Readers

Resource Materials:

Big Book (possibly nonfiction)
Highlighter or highlighter tape

Grades: 1-3**Audience:** Whole class**Purpose:** To improve students' abilities to self-monitor and self-correct to better comprehend texts.**Goal:** Students will use strategies to infer meaning of new words encountered in text.**Procedures and Explanations:**

1. Introduce book to the students (by showing them the cover, offering author, publication information, etc.), and have them predict what it is going to be about. Preview the book by skimming through the pages. Have them also guess the genre.
2. Tell the students that, while you read the book aloud to them, they will read along silently (however, you can invite them to participate for key phrases). Tell them that there are a lot of difficult words in the book that are hard to understand.
3. Model a think-aloud strategy (see also *Reading Aloud* monograph) when you come to a word that is hard to understand. Underline the word with highlighter tape or a highlighter. Discuss with students what the word could mean, using context clues and illustrations.
4. As you continue to read the book, have the students raise their hands when you come to a word for which they do not know the meaning. Continue using context clues and illustrations to interpret meaning. Chart paper could be used to record the words.
5. Have the students apply this strategy during their independent and guided reading, using sticky notes to record words for which they did not know the meaning in their reading material. You should model this activity the first time.
6. Have students share the words they found and the strategies they used to determine their meanings during closure of Readers Workshop. You can also add these words to the class Word Wall, independent dictionaries or Word Books.
7. Afterward, discuss the skills and strategies learned in this lesson that will cross over to their sourcebook writing.

Sample Reading Lesson Shared Reading for Fluent Readers

Resource Materials:

Poem (such as "PTA" by Cynthia Rylant from *Waiting to Waltz*) on transparency
Overhead projector (or chart paper)
Transparency marker (or regular marker)

Grades: 4–5**Audience:** Whole class**Goal:** Students will make judgments based on information and clues from a poem.**Procedures and Explanations:**

1. Tell the students that you are going to be reading a poem to them as they read along silently. Encourage them to interpret what the author is trying to say as you read it.
2. Read the poem to the students without stopping, and then ask, "What do you think this is about?" or "What do you think this character is like?"
3. Have the students discuss their thoughts with their neighbors, and then share what their interpretations were and the reasons for them.
4. Explain that these are the conclusions the students drew from the text, i.e., they have made judgments based on information and clues from the text.
5. Read the poem again, stopping at certain points, to allow students to clarify and infer meaning from their own prior knowledge, the characters, events, setting, and language. (You can use think-aloud strategies.) Record their reactions connected to the text with a marker on transparency.

Have the students apply the strategies shared during guided and independent reading to draw conclusions in texts they are reading. Encourage them to share how it helped them during closure of Readers Workshop. Also discuss how they could use their newly-learned reading strategies to plan a response in their sourcebooks.

From *Reading & Writing grade by grade*, by the National Center on Education and the Economy and the University of Pittsburgh. © 1999.

From *Speaking & Listening for preschool through third grade*, by the National Center on Education and the Economy and the University of Pittsburgh. © 2001.

From *New Standards Performance Standards, Volume 1*, by the National Center on Education and the Economy. © 2001.

References

- Armbruster, B.B., F. Lehr, and J. Osborn. 2001. *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3*. Jessup, MD: The National Institute for Literacy.
- Cannon, J. 1993. *Stellaluna*. Fort Worth: Harcourt.
- Depree, H., and S. Iverson. 1994. *Early Literacy in the Classroom*. New York: Wright Group/McGraw-Hill.
- Florian, D. 2000. The Bat. In *Mammabilia: Poems and Paintings*. Fort Worth: Harcourt Brace.
- Holdaway, D. 1979. *The Foundations of Literacy*. Portsmouth, NH: Heinemann.
- International Reading Association (IRA) and National Association of Education for Young Children (NAEYC). 1998. Learning to read and write: Developmentally appropriate practices for young children. *The Reading Teacher* 52: 204.
- Keene, E. O., and S. Zimmermann. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- Ministry of Education, Wellington, New Zealand. 1997. *Reading for Life: The Learner as Reader*. Katonah, NY: R.C. Owens.
- Miller, D. 2002. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse.
- Parkes, B. 2000. *Read it Again!: Revisiting Shared Reading*. York, ME: Stenhouse.
- Pearson, P. D., et al. 1992. Developing expertise in reading comprehension. *What Research Has to Say About Reading Instruction*. Edited by S. J. Samuels and A. E. Farstrup. 3rd ed. Newark, DE: International Reading Association. 145-99.
- Routman, R. 1994. *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.
- Tennyson, A., L. 1981. *In Memoriam*. Edited by S. Shatto and M. Shaw. Oxford: Oxford UP.
- Wilkinson, L. 1999. An introduction to the explicit teaching of reading. In *The Explicit Teaching of Reading*. Edited by J. Hancock. Newark, DE: International Reading Association.



In This Series

Fluency and Comprehension

Guided Reading

Independent Reading

Partner Reading

Phonemic Awareness and Phonics

Reading Aloud

Reading Conferences

Rituals, Routines and Artifacts

Shared Reading

Talking About Books

Vocabulary



AMERICA'S
CHOICE®

America's Choice, Inc.
555 13th Street, NW
Suite 500 – West
Washington, DC 20004
800.221.3641
202.783.3672 fax
www.americaschoice.org

ISBN 1-931-95406-2



9 781931 954068