
Shared Reading

WHAT IS IT?

Shared reading is a process during which the teacher and children read in unison a common text so that students' processing of print is highly supported. The text is large enough for all students to easily view, and can be projected on a screen, printed on a chart, or published in a big book; or all students have an individual copy. Students learn about letters, or words, and early literacy behaviors, as the teacher uses a pointer to guide the reading and helps students follow the print. All genres may be used including poems and songs, and writing published by the class through interactive writing. Shared Reading is modeled after "lap reading," where children listen to, read, and discuss stories with adults in an emotionally comfortable, risk-free setting. The teacher and students read the same book or text many times which increases students' fluency and promotes English language development, and supports deep comprehension.

WHY DO I DO IT?

Shared reading allows children to acquire the ability to read and enjoy reading. Children who have limited experience with language and print can especially benefit from the supportive environment of shared reading.

Shared reading can:

- Show features of language such as structure, rhyme, rhythm, and alliteration.
- Teach concepts about print such as directionality, spatial concepts, punctuation, words, and letters.
- Introduce and practice phonemic awareness, sight words, word attack skills, and strategies.
- Teach and reinforce searching, checking, and cross checking using the three cueing systems:
 - Semantics/meaning: *Does it make sense?*
 - Syntactic/structure: *Does it sound right?*
 - Graphophonic/visual, letters and sounds: *Does it look right?*
- Strengthen oral language development.
- Practice fluent reading by reading with appropriate phrasing and expression.
- Create models for writing (i.e. reproductions and innovations, big books, wall stories, little books, bulletin boards).

HOW DO I DO IT?

Prepare for Shared Reading:

- Gather the students together on the rug in a comfortable grouping.
- Use a variety of materials including: big books, charts, pocket charts (poems, songs, and chants), interactive writing, interactive bulletin boards.
- Choose books that have these characteristics:
 - Limited amount of text per page

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- Large print placed in phrases
 - Predictable story line, or nonfiction with clearly elaborated ideas
 - Plot with recognizable pattern or lots of action, or nonfiction with elements that support reading such as picture with label
 - Clearly defined characters
 - Rhyme, rhythm, repetition to encourage participation
 - Illustrations which reinforce text

Introduce the text with a brief opening statement to capture students' interest and involve them in a short conversation.

- Build background knowledge and encourage students to make connections.
- Use vocabulary from the book in conversation.
- Provide important information about the setting or characters, or topic for nonfiction.
- Connect to other texts.
- Set students up to anticipate the meaning of the text.

Model the reading of text with an expressive voice while pointing to words, and pausing sometimes for readers to think and solve specific problems.

- Demonstrate fluency and phrasing.
- Demonstrate interpretation of text.
- Pause for problem-solving opportunities such as noticing print or punctuation and taking words apart.
- Show how to check on yourself as a reader.

Reread the text in unison with variations for different purposes.

- Reread text, following a sequence that begins with whole text and moves in subsequent re-readings to individual word and letter work.
- In subsequent reading use quick focused activities to help bring concepts about print to a conscious level. Select activities based on children's specific needs. Framing cards and masking questions can be used to bring attention to text.
- Prompt children to pay attention to punctuation.
- Promote fluent phrased reading with expression that matches the meaning of the text.

Discuss the meaning of the text.

- Discuss the meaning of the text with students and encourage personal and critical responses to text.
- Help students remember and summarize important information.
- Help students infer characters' motivations.
- Help students notice the language or story structure.
- Invite students to form opinions about the text.

Teaching Points are specific and related to the reading process

- Each reading and rereading is planned with specific teaching points.
- Demonstrate how to be a strategic reader.
- Revisit pages to show how to solve words.

- Revisit pages to show how to make meaning of the text through inference, making connections, noticing and synthesizing new information, analyzing the text, or critiquing the text.

Resources

Functions Tool

Interactive Read Aloud – Think Aloud & Prompts

Standards Connection

- Enjoyment/Exposure
Standard 1 – Reading Habits
(Frequency and Variety of Reading)
- Comprehension
Standard 2 – Getting The Meaning
(Comprehension)
- Exposure to a Variety of Texts
Standard 1 – Reading Habits
(Frequency and Variety of Reading)
- Phonemic Awareness
Standard 3 – Print-Sound Code
(Phonemic Awareness)
- Concepts About Print
Standard 3 – Print-Sound Code
(CAP)
- Phonics/Word Work
Standard 3 – Print-Sound Code
(Decoding and Word Recognition)
- Model Excellent Reading
Standard 2 – Getting The Meaning
(Accuracy and Fluency)
(Self-Monitoring and Self-Correcting Strategies)
- Develop Oral Language
Standard 1 – Reading Habits
(Discussing)
- Build Vocabulary
Standard 2 – Getting The Meaning
(Vocabulary)

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