

COMPREHENSIVE LITERACY GUIDES

Grades K-6

Read Alouds | **Shared Reading** | Small Group Reading
Instruction | Vocabulary | Fluency | Writing | Phonological Awareness |
Phonics | Oral Language | Independent Reading

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OVERVIEW

Shared reading has its foundations in the gradual release of responsibility model—I do, we do, you do (Pearson & Gallagher, 1983). It, "...bridges the teacher modelling that happens during the read-aloud experience and the application that occurs when we guide readers in small groups," (Walther, 2022) or in their independent reading. 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. It allows students to experience the feeling of a proficient reader. It builds confidence, helps to develop fluency, and is an opportunity to practice strategies that have been explicitly modelled in a text on which all learners have their eyes on.

Walther (p.3, 2022), identifies ten reasons to implement shared reading:

- Creates camaraderie
- Elevates texts and celebrates reading
- Invites active participation
- Engages all learners
- Expands oral language development
- Strengthens story sense
- Fosters fluency
- Demonstrates the reading process
- Supports multilingual learners
- Offers a supportive instructional context

CURRICULUM CORRELATIONS

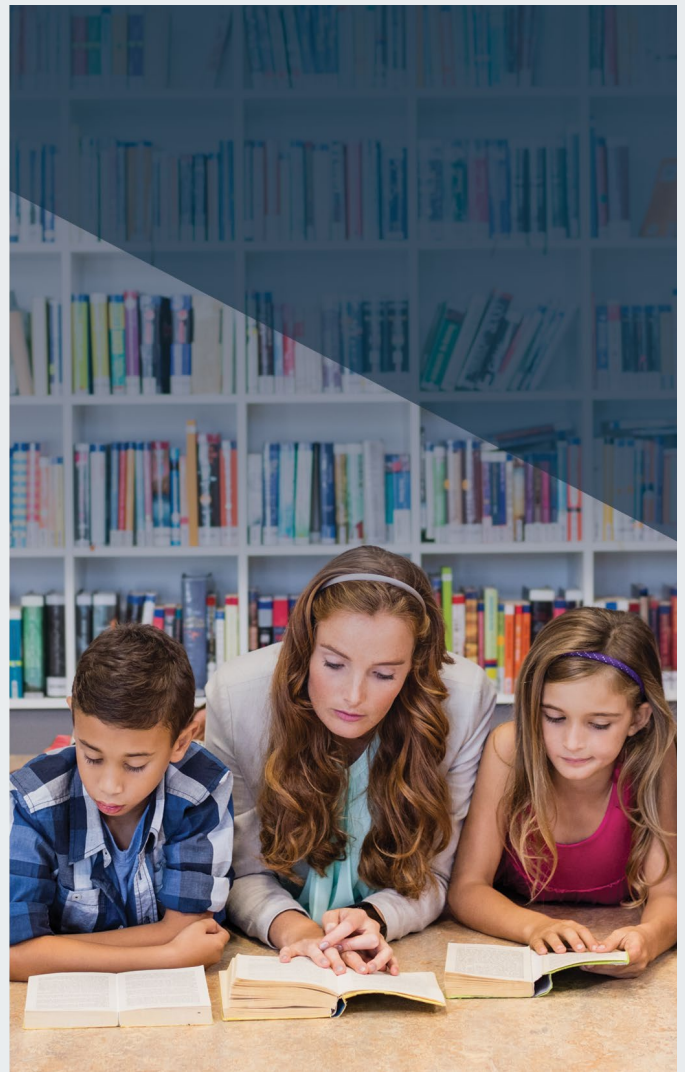
While shared reading has the potential to correlate with several Organizing Ideas, for this resource the ones with the strongest correlations are Comprehension and Fluency.

Comprehension Organizing Idea:

Text comprehension is supported by varied strategies and processes and by considering both particular contexts and universal themes.

- **Kindergarten Learning Outcome:** Children demonstrate understandings of messages communicated in texts.

- **Grade 1 Learning Outcome:** Students investigate meaning communicated in texts.
- **Grade 2 Learning Outcome:** Students examine and apply a variety of processes to comprehend texts.
- **Grade 3 Learning Outcome:** Students analyze text and make connections to personal experiences to support meaning.
- **Grade 4 Learning Outcome:** Students investigate strategies and connections that support text comprehension.
- **Grade 5 Learning Outcome:** Students analyze information, contexts, and perspectives using a variety of comprehension strategies
- **Grade 6 Learning Outcome:** Students interpret and respond to texts through application of comprehension strategies.



CURRICULUM CORRELATIONS CONTINUED...

Fluency Organizing Idea:

Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.

- **Kindergarten Learning Outcome:** Children recognize some letters and words with speed and accuracy.
- **Grade 1 Learning Outcome:** Students apply accuracy, appropriate rate, and expression in the development of fluency.
- **Grade 2 Learning Outcome:** Students apply fluency strategies while reading.
- **Grade 3 Learning Outcome:** Students apply fluency strategies to develop reading comprehension.
- **Grade 4 Learning Outcome:** Students enhance fluency to refine comprehension and proficient reading.

PURPOSES OF SHARED READING

Extend instruction in the reading process:

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.

Engage in focused rereading:

Repeated reading allows students to deepen their comprehension skills and is one of the best ways to improve

Experience with a variety of text forms:

In a shared reading experience, we can introduce students to many different forms of text, guiding them through new formats, and the strategies we use when reading them.

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.
- Conversation before, during and after reading together 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.

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.

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

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS

- 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 support of a shared-reading experience allows the use of more challenging content for all students, a crucial equity-access issue (Routman, 2018)
- 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)

POTENTIAL SHARED READING FOCUSES

- Comprehension strategies including predicting, inferring, making connections, summarizing, synthesizing, evaluating, self-monitoring
- For emergent readers, concepts of print
- Word solving strategies
- Attending to and using punctuation marks to support comprehension
- Genre study
- Using text features to support comprehension
- How text organization varies i.e., circle stories, cause and effect, etc.
- Determining author's purpose: entertain, persuade, inform
- Examining digital texts

CRITERIA OF EFFECTIVE IMPLEMENTATION

Teachers:

- 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

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)

DESIGNERS OF PROFESSIONAL LEARNING TIPS

- Ideal use of big books.
- An interactive white board and a document camera are invaluable.
- Clarify expectations and practice pacing, volume and expression.
- This is an excellent format to use those partial sets of texts.
- Use a pointer stick and a clear start signal.
- Choose a short text that lends itself to oral reading



SEE IT IN ACTION



What is Shared Reading

Learning at the Primary Pond, Sept. 30, 2015

Shared Reading Tips for Upper Elementary Reading Teachers

Bridging Literacy, March 10, 2024

Shared Reading: First Grade

Read to Be Ready TN, Dec. 21, 2016

4th Grade Shared Reading Demo

Marissa Gaalema, Oct. 2, 2017

RESOURCES

Johnson, P. & Keier, K. (2010). Catching readers before they fall: Supporting readers who struggle, K-4. Portland, ME: Stenhouse Publishers.

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

- <https://education.scholastic.ca/category/LITERACY-PLACE-FOR-THE-EARLY-YEARS>
- https://education.scholastic.ca/category/MOVING_UP

Serravallo, J. (2010). Teaching reading in small groups: Differentiated instruction for building strategic, independent readers. Portsmouth, NH: Heinemann.

Walther, M. (2022). Shake up shared reading: Expanding on read alouds to encourage student independence. Thousand Oaks, CA: Corwin.

