Guidance on Shared Reading

"Shared reading is the heart of reading" (Allen, 2000, p.58).

Shared Reading is…

SHORT	**SHARP**	**SHINY**
10 to 15 minutes – Key Stage 1 15 to 20 minutes – Key Stage 2	One teaching focus/objective per day	Highly engaging for students

Shared Reading

Shared reading is an essential component of comprehensive balanced literacy and the gradual release of responsibility, which also includes read alouds and teacher modeling, guided reading, and independent reading. Gradual release of responsibility incorporates a variety of instructional strategies with the goal of moving students towards independently applying reading strategies. Shared reading is the second step in the gradual release of responsibility model.
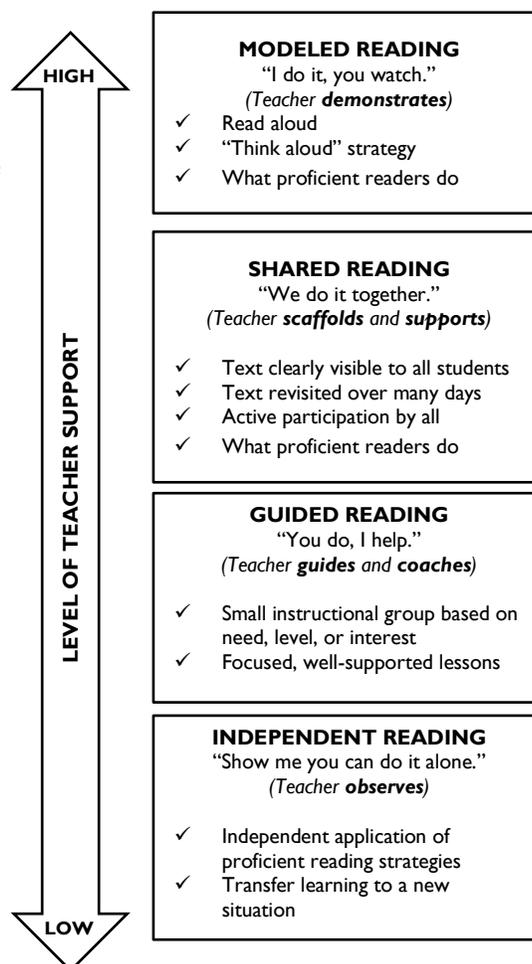
Shared reading is a supported reading experience in which the teacher and students <u>collaborate together</u> to read and understand texts. While read aloud sessions provide students with a fully supported reading experience, shared reading progresses gradually from a teacher supported reading experience to one in which students increasingly take over more of the reading task as they develop reading strategies. The text is <u>read several times over several consecutive days</u>, first by the teacher, and then with students as they assume some responsibility for the reading through active participation, including joining in with the reading when they feel comfortable doing so at key instructional points, or when the text is repeated. The teacher provides enough support so that students are able to enjoy and understand the text, regardless of their reading ability. All students read from a <u>common text</u>; therefore, it must be <u>clearly visible to the class</u>. Texts can be in print or digital form. Shared reading is an instruction-packed component of a comprehensive literacy programme. It is a vehicle for modeling and teaching fluent, expressive reading and the use of <u>effective reading strategies</u> to build comprehension and decoding/word solving skills.

<u>Benefits of Shared Reading</u>
"Research indicates that shared reading typically improves students' reading achievement" (Routman, 2003, p.130).
Shared reading provides the opportunity to:
- Develop students' love of reading
- Build self-esteem and self-efficacy and develop students' confidence as readers
- Explicitly teach reading strategies and skills
- Provide a risk-free, safe reading environment in which students can continue to build and develop their reading strategy toolkit
- Empower students to deepen their comprehension
- Enhance oral language development
- Expose students to a wide range of genres, text-types, and forms to help them enjoy rich, authentic, interesting texts that are above the average independent reading level of the class
- Support all students at all reading levels. Each student will participate in reading and discussing at his/her individual level of ability and benefits from listening to and learning from others while being supported by the teacher

LEVEL OF TEACHER SUPPORT (HIGH → LOW)

MODELED READING
"I do it, you watch."
*(Teacher **demonstrates**)*
- ✓ Read aloud
- ✓ "Think aloud" strategy
- ✓ What proficient readers do

SHARED READING
"We do it together."
*(Teacher **scaffolds** and **supports**)*
- ✓ Text clearly visible to all students
- ✓ Text revisited over many days
- ✓ Active participation by all
- ✓ What proficient readers do

GUIDED READING
"You do, I help."
*(Teacher **guides** and **coaches**)*
- ✓ Small instructional group based on need, level, or interest
- ✓ Focused, well-supported lessons

INDEPENDENT READING
"Show me you can do it alone."
*(Teacher **observes**)*
- ✓ Independent application of proficient reading strategies
- ✓ Transfer learning to a new situation

- Revisit and re-read texts which can significantly benefit all students regardless of their reading abilities as texts become familiar and portions of the text are closely examined for implicit messages

<u>Duration and Frequency</u>
Studies of expert teachers have shown the shared reading portion of the literacy block to last an average of 15 minutes or less (Fisher, Frey & Lapp, 2008); therefore, the recommended duration of shared reading lessons is 10 to 15 minutes for Key Stage 1 and 15 to 20 minutes for Key Stage 2.

Shared reading should occur during the literacy block. While many experts agree that shared reading should occur on a daily basis, particularly for Key Stage 1, the frequency will depend on instructional foci, stage of the gradual release of responsibility, and the level of responsibility students are ready to assume. For example, if the instructional focus is the comprehension strategy of inferring and it is the beginning of the strategy unit, the teacher should begin at stage 1 of the gradual release of responsibility by modeling the strategy and realistically cannot expect students to assume any responsibility for the reading process. As students become more familiar with the strategy and have observed the teacher's modeling, the instructional strategy will shift into shared reading.

Ideally, every class should participate in shared reading several times each day (Trehearne, 2004). Outside of the literacy block, many opportunities for shared reading with clear instructional foci exist. Examples include morning message (generally Early Years and Key Stage 1), content areas such as science, social studies and PYP units of inquiry, and specialist subjects such as ICT and music.

Key Components of Shared Reading

<u>Addressing Misconceptions</u>
The chart below will clarify some common misconceptions about shared reading.

Shared Reading is…	Shared Reading is <u>not</u>…
✓ A short mini-lesson with a focused teaching point based on the instructional needs of the students	✗ A maxi-lesson, more than 20 minutes in length, in which the teacher attempts to tackle multiple instructional foci and extends beyond student attention
✓ Lively and engaging for students	
✓ The second phase of the gradual release of responsibility; serves as a gateway to guided and independent reading	✗ Only an instructional strategy for Early Years and Key Stage 1. Shared reading is a critical instructional step in the gradual release of responsibility and it is essential for readers of all ages
✓ Performed with a text that is clearly visible to enable all students to see and hear the text	
✓ A time to expose students to fluent, expressive reading, and access to rich, authentic, engaging texts that are beyond their independent reading level	✗ The teacher nor the students individually assuming all responsibility for reading the text. If the students can read the text independently, it is not difficult enough to serve as a shared reading experience. Likewise, if the teacher takes full responsibility for the reading, then the text is too difficult for a shared experience.
✓ One planned instructional strategy for each daily reading to expose students to the use of effective reading strategies; however, other teachable moments may arise in the lesson	
✓ A teacher and student collaborative reading experience in which students gradually assume more responsibility for reading as the text is revisited in consecutive sessions	✗ When each student gets an opportunity to read a sentence or passage aloud to the class in "round robin" or "combat" fashion. These styles do not meet the engagement requirements of shared reading nor those of a safe and positive classroom environment
✓ A time for all students, regardless of ability, to feel like readers as they join in when they are ready	✗ Choral reading without a purpose
✓ Sessions planned in a consecutive sequence and involving re-reading the same text for different purposes	✗ Decontextualising reading skills (e.g., pulling out parts of speech in a passage during shared reading time as that is an instructional focus unrelated to becoming a stronger reader)
✓ A learning opportunity for students to benefit from discussing with peers and listening to and learning from others	✗ Reading a text selection only once and quickly moving on to a new section or completely new text in subsequent lessons
✓ Supporting students' thinking processes at particularly tricky points of the text to solve the dilemma	✗ A time to stop the reading process at students' mistakes and stumbles – if individual students stumble

presented (e.g., a word solving dilemma, a comprehension challenge)

at various points in the text (which is expected as the text is difficult for most students in the room), the teacher should hold the reading pace steady so students can find their place and jump back in

Roles and Responsibilities

Each stakeholder has specific roles and responsibilities within shared reading. The roles and responsibilities of the teacher, students, and administrator are set out in the chart below:

The Teacher	The Students	The Administrator
• Selects a variety of high-quality texts that all students can see, that are appropriately challenging to the average reading level of the class, and that are appealing and engaging to young readers • Identifies a clear instructional focus based on students' needs (from assessment data) and subsequently finds a text to teach the objective • Sets routines and expectations for shared reading (e.g., effective talk partners, attentive listening behaviours, etc.) and creates a safe and authentic reading environment • Consistently schedules shared reading lessons, planning for consecutive lessons with the same text • Demonstrates how reading strategies are applied in authentic reading situations • Makes cross-curricular links to other subject areas • Makes ongoing observations and assessments of student progress and selects texts for future shared reading lessons that address these identified needs • Reflects after the lesson on students' progress and next steps for instruction	• Actively listen and read along once they are familiar with the text and where they feel comfortable doing so • Engage in conversation about the text • Behave like readers • Apply and practice previously modeled comprehension strategies • Practice reading in a safe, supportive environment, allowing themselves to take risks and make mistakes • Develop the confidence to read increasingly complex texts • Listen to/hear themselves read • Experience reading a variety of genres, text-types, and forms • Develop reading skills and strategies within an authentic reading context	• Ideally, creates a timetable in which all classrooms have a daily, uninterrupted 90 minute literacy block so all aspects of balanced literacy can occur each day • Ensures teachers have access to necessary shared reading resources through a centralized resource room • Regularly monitors the quality of shared reading instruction, encouraging reflection, providing feedback, support, and guidance when necessary • Encourages teachers to collaborate within year levels and across divisions to share ideas and create engaging shared reading lessons • Encourages teachers to engage in reflective practice, using questions such as: - Why did you choose the text you are reading? - Do you think your students are engaged in the text? - How does this text connect to other aspects of your literacy programme and instruction? - How did you determine the teaching foci while using this text? - What types of text have you read with your class? How do these texts connect reading and writing? - What methods do you use to record observations of students' understanding and reading behaviours during shared reading sessions? - How often do you conduct shared reading lessons? - How does shared reading support all readers in your classroom? - What types of reading response activities do your students complete?

Areas of Instructional Focus

Each shared reading lesson must have a very clear instructional focus. The areas of instructional focus for shared reading are based on the skills and strategies of the reading process, as well as on the assessment of student needs. Comprehension strategies, word solving, and possible text obstacles are among the many areas that may be addressed in shared reading experiences. Ideally, each shared reading lesson within the three-to five-day plan will have a new focus, some of which are outlined below.

Reading Strategy / Skill / Knowledge	What It Means
Self-Monitoring and Correcting	When self-monitoring and correcting at the word level, a reader can check or compare one kind of information against another by looking at multiple sources of information (meaning, syntax/structure, visual). A reader asks, "Does it look right? Does it sound right? Does it make sense?" A reader can also self-monitor and correct at the text level, identifying comprehension breakdowns and applying fix-up strategies.
Metacognition	Readers listen to the voice inside their mind whilst reading; this is thinking about their own thinking.
Determining Importance	A reader can take information from a text and decide which parts are most important. A reader can distinguish between essential and nonessential information.
Predicting	At the text level, a reader can make predictions about what will come next in the text based on prior knowledge and what has happened in the text so far. At the word level, a reader can predict the meaning of a word s/he does not automatically recognize (although substitutions may not be accurate, readers are still predicting a word for the unknown word using multiple sources of information).
Asking Questions	A reader can ask questions before, during, and after reading.
Inferring	A reader can think beyond what is explicitly stated or shown in the text to better understand what is read.
Visualizing/Sensory Images	A reader can create mental images before, during, and after reading. The images come from the words and pictures in the text combined with the reader's prior knowledge.
Retelling/Summarizing	A reader can paraphrase what a whole passage, article, or story is about.
Synthesis	A reader can put together information from the text with his/her own prior knowledge to form new understandings.
Activating Schema	A reader can use his/her background knowledge and what s/he already knows to help make meaning.
Making Connections	A reader can connect the text to his/her own life experience, prior knowledge, other books, the media, or events in the world.
Evaluate / Critique	A reader can think about what s/he has read and make judgments, as well as reflect upon and evaluate texts.
Fluency, Expression and Phrasing	A reader can read smoothly, at an appropriate rate, and with expression – paying close attention to punctuation and phrasing.
Word Solving Strategies	A reader can use a range of strategies while reading continuous texts to take words apart and understand what words mean.
Concepts of Print	Concepts of print refer to what emergent readers need to understand about how printed language works and how it represents language. Concepts of print include: print contains a message, book handling (e.g., holding upright, flipping pages, etc.), the starting point for reading a text, the directionality of reading (left to right, top to bottom), book organization (cover, title, author), where to go after reading the end of a line (return sweep), the concept of a letter, and the concept of a word.

*Refer to Reading Rubrics for guidance on what each of the instructional foci looks like across National Curriculum levels.

Text Selection/Materials

The selection of appropriate texts is one of the most important aspects of reading instruction. Teachers need to plan ahead to select instructional texts and determine which texts to use for which purposes.

Texts selected for shared reading should appeal to and engage all students. During shared reading, the text must be large enough to be clearly visible to all students (by using an interactive whiteboard, a big book, chart paper, a poster, individual copies of the text, or other large print text). As shared reading is most often a whole class learning experience, the selected text should be challenging to most students in the class (the level of challenge of the text may stem from the complexity of the written text and vocabulary, text features, genre, layout, content and subject matter, and students' confidence and familiarity with the selected strategy or skill.) The text should be more difficult than a text used in a guided reading lesson, but simpler than one used during a teacher read-aloud lesson. Although the text will be challenging when introduced, the repetitive exposure and re-reading of the text enables most readers to read with fluency and deeper understanding by the last day. In addition to considering level of engagement, text visibility, and level of difficulty, teachers also need to select a text that supports the teaching of necessary strategies and skills by providing a variety of opportunities for addressing the selected teaching points.

Teachers should ensure texts selected for shared reading expose students to a wide range of literature, including fiction and non-fiction (informational) texts, and to multiple text-types and forms of current media literacy such as menus, pamphlets, and maps. A broad selection of well-crafted texts ensures a rich variety of teaching and learning experiences that challenge students' thinking and invite collaboration in understanding the meaning of the text. Short stories, morning messages, picture books, poetry, excerpts from novels, selections from reading anthologies, and articles from newspapers, magazines and journals, in print or digital form, are ideal for shared reading. Longer texts can be used when instructionally appropriate, but because some students may be intimidated by them, these longer texts should be presented in "chunks," which will also assist teachers in keeping shared reading lessons short and focused.

Fiction Texts

Fictional texts engage readers' imaginations and emotions, providing them with pleasure and insights into human nature. The structure of fictional texts is often referred to as story structure, as fictional texts generally feature settings, characters, plots, initial events or problems, subsequent events, and final events or resolutions.

Some Types of Fiction Texts
in print or digital form

- Folktales	- Fairytales	- Poetry	- Realistic fiction
- Science fiction	- Repetitive pattern books	- Myths	- Historical fiction
- Comics	- Legends	- Humorous fiction	- Fantasy
- Short stories from	- Fables	- Horror stories	- Tall tales

Non-Fiction Texts

Non-fiction (informational) texts inform, explain and offer opinions, enhancing readers' knowledge and understanding of a subject or topic. Teachers need to help students understand the purposes for reading various factual texts, the ways in which various features of factual text enhance the texts' purpose, and the reading strategies that are used to comprehend factual texts.

Some Types of Non-Fiction Texts
in print or digital form

- Biographies	- Announcement	- Maps	- Autobiographies
- Catalogues	- Atlases	- Memoirs	- Contracts
- Calendars	- Diaries/journals	- Reports	- Charts
- Rules, directions, instructions	- Newspaper articles	- Diagrams	- Questionnaires, surveys
- Magazine articles	- Websites	- Letters	- Interviews
- Lists	- Brochures	- Editorials	- Captions
- Guide books	- Reviews	- Labels	- Manuals
- Speeches	- Advertisements	- Menus	- Recipes
- Other environmental print	- Poetry	- Morning message	

Planning the Sequence of Shared Reading

An underlying principle of shared reading is that the text is re-visited through several sequential lessons so that students gradually take on more responsibility for reading the text. Teachers need to purposefully plan for these sequential learning experiences to build on the previous day's learning. The focus of instruction may change, depending on whether it is the initial reading of the text or a subsequent reading. With multiple instructional foci spread over several consecutive days, compressing the learning into a single shared reading lesson can be avoided.

General Schedule for Shared Reading
The teacher may choose to divide a weekly schedule for shared reading into three sections, as the following *sample* schedule indicates.

Day 1	Days 2 – 5	
Introducing the Text	*Working with the Text*	*Responding to the Text*
The teacher: - Engages the students in pre-reading activities (e.g., RAN Chart – *What I Think I Know* column – anticipation guide "before" column, tea party, word sorts, Q-Chart, Quick Write, Mind Map, predicting, picture walk, sensory experience, activating prior knowledge, asking questions, pre-teaching key vocabulary, text feature preview, framing pre-reading questions – *What would you do if you told the truth but your friends thought you were lying?)* - Provides maximum support by reading the full selected text to the students for the first time so students get the "gist" (e.g., the entire big book or entire chosen section of a longer text) - Does not interrupt the flow of the reading with too many questions or comments - Facilitates a focused follow-up discussion after reading The students: - Participate in pre-reading activities - Follow along with their eyes during the first reading - Offer their ideas in after reading discussions or activities	The teacher: - Continues to follow a three part reading lesson (e.g., before reading, during reading, and after reading) - Engages students in a shared re-reading of the text each day, with students gradually taking more responsibility for reading and the teacher providing less support - Identifies a purpose for reading each day (e.g., lesson objective) - May briefly model and use think-alouds to demonstrate proficient reader thinking processes - Has students practice a new reading strategy and/or has them revisit reading strategies introduced in previous lessons The students: - Participate in pre-reading or "before" reading activities - Take on more responsibility for the reading of the text by practicing the specific strategy or skill - Gain confidence in their reading abilities as the text is revisited - Offer their ideas in after reading discussions or activities *Student participation in shared reading will vary and may range from: listening and joining in only during repetitive or patterned portions, listening and watching as the teacher points to the words and reads, mouthing the words or whisper reading, or reading brief sections aloud. Regardless of how students participate in reading, all will be acting and feeling like readers.	The teacher: - Facilitates reflection on reading and promotes deeper comprehension - Uses follow-up activities to reinforce strategies taught or to help students synthesize their understanding of the text - If appropriate, assigns a response activity for assessment purposes (e.g., RAN Chart – *New Learning, Questions column,* Anticipation Guide "after" column, Q-Chart, 2 Word Justification, story map, text innovation, reading response journal, hot seating, role play, word sort, DeBono's 6 Thinking Hats) The students: - Demonstrate their comprehension through assigned discussion, learning activity, or reading response - Use confidence gained in shared reading to continue to use the strategy/skill in guided and eventually independent reading

Shared reading lessons support all students, at all reading levels. Each student participates in the reading and before and after discussions at his/her individual level of ability, and benefits from listening to and learning from others.

Planning Checklist to Conduct Effective Shared Reading Lessons

In order to create effective shared reading consecutive lesson sequences, teachers need to consider the following (please note that not all criteria will be present in every individual lesson):

Teacher Preparation
- o Plan for whole-class instruction
- o Select an instructional focus targeting an identified need (see *Instructional Foci* section)
- o Select an engaging, high interest text to match the instructional focus (see *Text Selection/Materials* section)
- o Preview and read the text to make note of specific areas at which to stop and focus on strategy use or to highlight certain words, sounds, features, phrases (may mark such parts with sticky notes or flags)
- o Consider the prior knowledge that students will need to understand the text and instructional focus
- o Estimate the number of lessons students will need to acquire a deep understanding of the text and to learn the focused strategies/skills
- o Create consecutive lesson plans that indicate a specific teaching focus for each day – same text is used over several days
- o Prepare materials (e.g., individual copies of the texts for students, picture cards to introduce and pre-teach key vocabulary, etc.)

Before Reading – **"Minds On"** – To promote successful reading by ensuring reading readiness and to build excitement for the text
- o Use a creative hook to get students interested and create excitement about the text
- o Facilitate an opening discussion, focusing on "before" reading strategies and/or engage students in relevant pre-reading activities related to the text (e.g., activating schema/prior knowledge, asking questions, making predictions, phonemic awareness activities, rhyming words, etc.)
- o Explicitly talk about supports and challenges in the text (e.g., preview and introduce new vocabulary, review text features, etc.)
- o If the reading is a continuation of the text, review or facilitate a discussion about what has happened in the text so far

During Reading – **"Action"** – To think about reading, support understanding, and monitor comprehension
- o Ensure all students can clearly see the text
- o Explicitly state the purpose for reading/lesson objective/task
- o Read the text aloud using phrasing, fluency, and intonation to model how proficient readers interact with text; however, with each consecutive re-reading, encourage students to join in and assume more responsibility
- o Explicitly teach and/or scaffold word solving skills and comprehension strategies at appropriate points in the text
- o Encourage students to apply and practice the purpose for reading
- o Scaffold and support students when necessary

After Reading – **"Consolidation"** – To reflect on reading and promote deeper comprehension
- o Revisit purpose for reading and discuss strategy/skill and how it helped students as readers
- o Engage students in a focused discussion about the content and meaning of the text
- o Engage students in relevant after reading activities (e.g., word study with words from the text, analyze text features, connect to pre-reading activity when applicable by revisiting the anticipation guide, RAN Chart, etc.)
- o Set students up for applicable extension activities

Extension & Follow-Up
- o Engage students in response and relevant after reading activities
- o Make text available for students to re-read independently or with a partner and/or during response creation
- o Teacher reflection:
  - What did I teach?
  - What did my students learn? Do my students see the value of what they learned?
  - Are my students engaged in the text? How well did my choice of text meet the needs and interests of my students?
  - What do my students still need to learn?
  - Will what I have planned for tomorrow be effective, or should I make any changes to my plans?

Sample Lesson Plans

5 Day Shared Reading Lesson Plans at a Glance (Emergent Readers)

Text: *I Went Walking* by Sue Machin				
Monday (Day 1)	**Tuesday (Day 2)**	**Wednesday (Day 3)**	**Thursday (Day 4)**	**Friday (Day 5)**
Introducing the Text ***Obj:*** Concepts of print (Directionality, book organization) **B** – Teacher gives brief text introduction, indicates front cover, title and author, picture walk and discusses key vocabulary **D** – Teacher reads text aloud, explicitly demonstrating where to start reading each page **A** – Think Pair Share (*What did the young boy see on his walk? What animal was your favourite and why?*)	Working with the Text ***Obj:*** Making predictions **B** – Think Pair Share (*What do you remember about the book from yesterday?*); ask students what sentences were repeated, rehearse from sentence strips **D** – Teacher reads text and points to words, students encouraged to join in; teacher models predicting what animal is on the next page and confirming; students engage in predicting what animal is on the next page **A** – Inside Outside Circle (*What did you learn that will help you be a reader?*); traffic light self-assessment	Working with the Text ***Obj:*** Word solving strategies **B –** Re-cap what the boy in the text sees walking, phonemic awareness first sound isolation with picture cards of animals from the story **D** – Teacher reads text (but in more of a background role) and points to words, students encouraged to join in; teacher stops at covered words and students predict what the word is using picture clue and cross-checking with first sound **A** – Picture/word match on pocket chart	Working with the Text ***Obj:*** Concepts of print (1:1 voice print match) **B** – Revisit pocket chart pictures/words and read together: student points to title, author, illustrations **D** – Teacher reads text (but in more of a background role) and explicitly notes the number of words in a sentence and the number of words read using a think-aloud; students take a turn with the pointer to demonstrate 1:1 matching; teacher provides scaffolding when necessary **A** – Picture/sentence match on pocket chart; read sentence with crisp pointing	Responding to the Text ***Obj:*** Response, extend text **B** – Make a connection (*What do you see when you go walking?*) **D** – Students re-read entire book taking turns pointing while teacher remains silent; using patterned text, students write their own examples (differentiated based on writing ability – *I saw a goat.* vs. *I went walking. What did you see? I saw a palm tree*) **A** – Museum Walk and peer feedback

Lesson Plan

Instructional Setting: Whole class instruction (Shared Reading)

Objective: Students will use beginning word solving strategies (specifically picture clue and cross-checking with the first sound) to solve unknown words (simulated by covering words with sticky notes) in a shared text.

Time: 10 to 15 minutes

Materials and Resources:
- o Text: *I Went Walking*
- o Big book stand / easel for displaying big book
- o Pointer
- o Pocket chart
- o Animal picture cards
- o Animal word cards
- o Sticky notes/tabs
- o Word solving strategies anchor chart

Prerequisite Knowledge and Skills: In previous shared reading lessons, students have been exposed to the text, have become somewhat familiar with the pattern of the text, and have gained an understanding of the story. In other lessons, students have been exposed to phonemic awareness skills and most are confident in isolating the first sound of a word provided orally or with a picture. Students have also begun a synthetic phonics programme and are beginning to match phonemes (sounds) to graphemes (written letters).

THE LESSON

Teacher Preparation:
- o Before beginning the lesson, ensure the animal words (e.g., cat, horse, cow, duck, pig, dog) are covered with a sticky note. It is recommended to use two sticky notes/flags to cover the word – the first layer to cover the rime of the word (e.g., "ow") and the second layer to cover the entire word (e.g., "cow"). When discussing the initial sound and its corresponding grapheme, this allows the teacher to remove one sticky layer to show just the grapheme of the initial sound. After the word is determined through its initial sound, the teacher can then remove the second layer to display the entire word.
- o Picture cards for each animal also need to be prepared.

Before:
- o Partner Talk: ask students, *"When the character went walking, what did he see?"* Students discuss in partners and a few students share their ideas with the whole class to collaboratively retell/review the text.
- o Before Reading Activity: Display a picture card of an animal from the story (e.g., cow) in the pocket chart. Work with students to name the animal, introducing new vocabulary when needed and/or ensuring vocabulary matches the word from the text (e.g., *"What does this picture show?* Students respond. *That's a good try, this picture could show a goose, but what else can it represent?* Students respond. *Yes, this picture is a duck, just like the word from the story"*). After the animal has been correctly named, have students isolate the first sound and whisper their answer to their elbow partner. Select a student to share the first sound with the class. Have students show thumbs up or thumbs down if they agree or disagree with the isolated first sound.
- o Continue with remaining picture cards.

During:
- o Link the Before Reading Activity to today's lesson and state the lesson's purpose: Explain to students that someone has covered some of the words of the text and they will need to use their word solving strategies to

determine the covered word. Remind students to use the picture clue and the skill of isolating the first sound to help them solve the missing word.

- o Teacher (in a background role) and students begin reading the text. Teacher crisply points to each word with a pointer as it is read. When a covered word is reached, stop reading. Prompt students to use the picture clue to predict what the covered word might be. Have students whisper the word to their elbow partner. Then, encourage students to isolate the first sound of their predicted word. Reveal the initial grapheme (letter) of the word in the text and prompt students to evaluate whether the initial sound of their predicted word matches that letter.
- o Select one student to share his/her thinking. If his/her predicted word is in fact the written word, remove the second sticky note and reveal the whole word. If not, ask another student to offer his/her prediction.
- o Continue reading the text together and follow the same process for each covered word.
- o Teacher closely observes students' ability to predict words using the picture clue as well as by isolating the initial sound and cross-checking with the grapheme, providing scaffolding, support, and extra instruction to individual students or specific partners when necessary. Teacher makes anecdotal notes on a class formative assessment checklist.

After:
- o Return to the picture cards in the pocket chart and add the animal word cards. Have students match the word cards to the picture cards by isolating the initial sound of the picture card and finding the word card that begins with that grapheme.
- o As some words begin with the same initial sound (e.g., "cow" and "cat"; "duck" and "dog"), the teacher will need to extend the learning by prompting students to hear the final sound and match with the final grapheme. If more scaffolding is required, the teacher can return to the text to display the page with the specific animal.

5 Day Shared Reading Lesson Plans at a Glance (Year 4)

Text: *Going Up the Mountain* by David Tunkin (National Geographic, Windows on Literacy Series)

Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Introducing the Text	Working with the Text	Working with the Text	Working with the Text	Responding to the Text
Obj: Asking questions before reading (sections: *Above the Timberline* and *Above the Snowline*) **B** – Conceal front cover of text with sticky notes and gradually reveal portions of the cover, keeping the title covered until the last reveal. Have students talk about their prior knowledge of mountains **D** – Teacher reads the title page and table of contents, highlighting the two sections of the text that will be read – *Above the Timberline* and *Above the Snowline*. Students generate questions based on those two subtitles as listed in the table of contents and record questions on sticky notes. Teacher then reads the two selected sections of the text. **A** – Students return to questions written on sticky notes and discuss whether any of their questions were answered	**Obj:** Asking questions before reading (sections: *Base of the Mountain* and *Mountain Forest*) **B** – Using talk partners, students discuss content from previous day's reading, revisiting question chart and adding any new questions they may have as a result of yesterday's reading **D** – Teacher reads title and table of contents, highlighting the next two sections of text that will be read – *Base of the Mountain* and *Mountain Forest*. Students generate questions based on those two subtitles as listed in the table of contents and record questions on sticky notes. Teacher then reads the two selected sections of the text. **A** – Students return to questions written on sticky notes and discuss whether any of their questions were answered	**Obj:** Recalling and finding information (sections: *Above the Timberline* and *Above the Snowline)* **B** – To review the content from the previous days' lessons, students sketch and label a diagram illustrating their understanding, then share their diagram with a partner and describe their diagram with details from the text **D** – Invite students to join in reading the selected sections of text. Teacher also reads, but in a background role. After each section of text is read, ask students the questions highlighted on the chart (*see below*) and ask them to record their responses in respective box. Continue for identified sections of text. **A** – Discuss where students got their information to answer the chart questions – from the text, the photographs, a caption, a text box, etc. Teacher explicitly explains that some information can come from photos, text, special features, or our own background knowledge.	**Obj:** Recalling and finding information (sections: *Base of the Mountain* and *Mountain Forest*) **B** – Using their sketched diagrams from the previous day, students add further details learned from the re-reading and share their diagram and explanation with a new partner **D** – Invite students to join in on reading the selected sections of text. Teacher also reads, but in a background role. After each section of text is read, ask students the questions highlighted on the chart (*see below*) and ask them to record their responses in respective box. Continue for identified sections of text. **A** – Students examine the text to determine where the majority of the important information came from (e.g., visuals, captions, bolded words, diagrams, sub-titles, etc.) and critique the author's use of text features	**Obj:** Responding to reading (whole text) **B** – To plan for the poetry written response (see "during"), students predict key words that would appear in the glossary and write a list, the class then examines the glossary and confirms/refutes predicted words **D** – Students, with some support from teacher, read the whole text. Using the main ideas and to demonstrate their understanding, students create a list poem. **A** – Author's Chair Poetry Slam: selected students read their mountain list poems in a dramatic style, while peers provide feedback using two stars and a wish

Lesson Plan

Instructional Setting: Whole class instruction (Shared Reading)

Objective: Students will recall and find information from the text to answer specific inquiry-based questions, completing a question chart collaboratively.

Time: 15 to 20 minutes

Materials and Resources:
- Text: *Going Up the Mountain* by David Tunkin (National Geographic, Windows on Literacy Series)
- Question chart written on chart paper (see below), chart paper markers
- Reading response book or blank paper**,** pencils
- Timer (or Timer App on Smartboard)

Prerequisite Knowledge and Skills: In previous shared reading lessons with this book, students have read the text together with the teacher to gain an understanding and are working towards deepening their comprehension through re-readings and reading for different purposes. Students have practiced the strategy of asking questions, some of which appear on the chart in this lesson. Common non-fiction text features, including diagrams, have been past foci in reading and writing instruction. In previous read aloud lessons, the teacher has modelled finding important information in the text.

THE LESSON

Teacher Preparation:
- Before beginning the lesson, prepare the chart illustrated below. This can be written on chart paper or prepared digitally to be displayed on the Smartboard/Promethean Board.
- Ensure text, Reading Response books/blank paper, and pencils are easily accessible.

Before:
- Activating prior knowledge: Ask students to think about the content that was read over the previous two days. After giving students think time, explain that they will sketch and label a diagram of a mountain, highlighting the important facts they learned from the previous days' reading. Set a timer to keep students on task. (Note: As this is a sketch, students should be given approximately 3 to 5 minutes maximum.)
- At the end of the allotted time, have students share their diagram with an elbow partner, describing what they've included with details from the text. Ensure each partner has a turn to share.

During:
- Link the Before Reading Activity to today's lesson and state the lesson purpose: explain to students that they did a great job with their diagrams and explanations, but now the class will read the text again to find more important information that will help them deepen their understanding of mountains.
- Teacher begins reading the specific sections of text (*Above the Timberline* and *Above the Snowline*), but in a background role and encourages and invites students to join in reading.
- After completing the *Above the Timberline* section, visit the question chart:

	Going Up the Mountain				
Mountain Section	**Where on the mountain? (Location)**	**How warm / cold? (Weather)**	**What grows there? (Plants)**	**What animals live there?**	**What birds live there?**
Base of the Mountain					
Mountain Forest					
Above the Timberline					
Above the Snowline					

- o Ask students the first question (e.g., "*Where on the mountain is the timberline?*"). Remind them to refer to the text to find accurate information and then have students talk with a partner to share their thinking. Select a few partnerships to share their responses and record on the chart in the respective column.
- o Continue the process with the remaining questions.
- o Return to the text to collaboratively read the second section *Above the Snowline.*
- o Visit the question chart. Ask students the first question (e.g., "*Where on the mountain is the snowline?*"). Remind them to refer to the text to find accurate information and then have students talk with a different partner to share their thinking. Select a few partnerships to share their responses and record on the chart in the respective column.

After:
- o Discuss where students got their information to answer the chart questions – from the text, the photographs, a caption, a text box, or somewhere else?
- o Teacher explicitly explains that some information can come from photos, text, special features, or our own background knowledge.

Sample Planning Tools for Effective Shared Reading Lessons

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Lesson Plan

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Date:	Year:
Part 1 (of Literacy Block): Shared Reading (approx. 10 to 15 mins KS1; 15 to 20 mins KS2)	
Assessment Focus/Reading Purpose:	

Lesson Objectives & Assessment:	Resources:

<div align="center">

The Lesson

</div>

Before Reading (activate prior knowledge, build excitement, ask questions, make predictions, scaffold, pre-reading activity, etc.)**:**

During Reading (establish purpose for reading, plan for collaborative reading, note page # for strategy/skill use):

After Reading/Plenary (consolidate, reflect, after reading activity)**:**

Weekly At-a-Glance Planner

Text:				
Monday *(Day 1)*	*Tuesday* *(Day 2)*	*Wednesday* *(Day 3)*	*Thursday* *(Day 4)*	*Friday* *(Day 5)*
Introducing the Text ***Obj:***	Working with the Text ***Obj:***	Working with the Text ***Obj:***	Working with the Text ***Obj:***	Responding to the Text ***Obj:***
B	**B**	**B**	**B**	**B**
D	**D**	**D**	**D**	**D**
A	**A**	**A**	**A**	**A**

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