



# Secondary Literacy Instruction: Shared Reading Instruction

## What is shared reading instruction?

The purpose of shared reading is to provide students with an enjoyable reading experience, to introduce them to a variety of authors and illustrators and the ways these communicators craft meaning, and to entice them to want to be readers themselves. The whole, continuous text enables children to see how all aspects of the text work together to contribute to meaning.

## Shared Reading Instruction is NOT:

- Whole class novels
- Isolated read-alouds
- Round Robin reading

## Why do shared reading instruction?

- Research-based practice tied to improving reading achievement that provides scaffolding for a range of readers
- Demonstrates how readers think and what readers do
- Differentiates instruction to meet individual needs of students
- Creates opportunities for dialogue that supports deeper meaning-making
- Builds confidence and competence in struggling readers

## What does shared reading instruction look like?

“Shared reading involves a teacher and a student or group of students collaboratively thinking about, reading, and discussing particular aspects of a text.” – Brenda Parkes, in *Caught In the Spell of Writing and Reading* by Mooney and Young

| Students:  | Teachers:   |
|--|---|
| <ul style="list-style-type: none"> <li>• Have access to the text and follow along (with their own or a projected copy)</li> <li>• Play an active role by posing questions, responding to and interacting with other readers and with the text in appropriate places through talk and in writing</li> </ul> | <ul style="list-style-type: none"> <li>• Model reading by reading aloud from rich, authentic, interesting literature or expository text across genres</li> <li>• Make visible and explicit the reading process for students</li> <li>• Encourage and pose questions to prompt deeper thinking</li> <li>• Differentiate according to the needs of the group</li> </ul> |

## What questions should teachers ask themselves when planning for and facilitating shared reading instruction to support students?

- Why have I chosen this text for shared reading? Is this text compelling, engaging, strategic and purposeful?
- What are the supports and challenges of this text?
- How will I assess/build necessary background knowledge?
- Are there words that are critical to text understanding?
- Is the room arrangement supportive of shared reading?
- Do students understand their roles as active readers during shared reading?
- Have I chosen appropriate places to stop?
- Have I prepared for the shared reading experience so that I can give an engaging and purposeful reading of the text?
- How will I read the text and read the audience at the same time?
- Do I have one or more strategies on which I'd like to focus before, during or after this reading?
- What will we do at the end of the reading? What connections will we make? How will transfer of learning be solidified?

Questions excerpted and adapted from Janet Allen's *Yellow Brick Road – Shared and Guided Paths to Independent Reading 4-12*

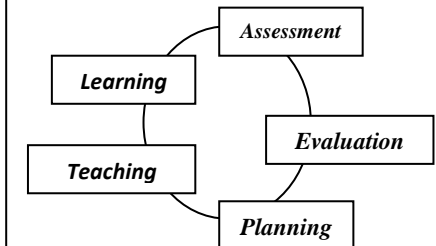
**PACE Setters!**

## What is the focus of instruction during shared reading?

Modeling of comprehension, strategies, and behaviors including:

- How a text works
- Questioning
- Making connections
- Inferring
- Predicting and confirming
- Summarizing
- Rereading
- Fluency
- How to figure out words
- Author's craft
- Learning new information
- Enjoying reading

## Teaching/Learning Cycle



## What professional resources support shared reading?

- *Reading Essentials* by Regie Routman
- *Caught in the Spell of Writing and Reading* by Margaret Mooney and Terrell Young
- *On the Same Page: Shared Reading Beyond the Primary Grades* by Janet Allen
- *Read it Again: Revisiting Shared Reading* by Brenda Parkes
- *Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers* by Frank Serafini and Cyndi Giorgis

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