



Read to be Ready Coaching Network

Winter Convening

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

TN

Module 2: Introduction to Shared Reading

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Objectives

- Understand the purpose and goals of shared reading and how it contributes to students' reading growth and achievement
- Understand how shared reading fits into a larger literacy block
- Make connections to past learning, with a specific focus on key similarities and differences between shared reading and interactive read alouds

Link to Tennessee Academic Standards

- Shared reading lessons focus on the explicit teaching of **Foundational Literacy** and **Reading** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- **Teacher Content Knowledge**
 - Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.
- Teacher Knowledge of Students

Shared Reading: Anticipation Guide

- Reflect on your current understanding of shared reading.
- **Independently** complete the **anticipation guide** in your manual.
- In the blank rows, write in your own beliefs about shared reading.

Shared Reading: Video

- Watch a video of a first grade shared reading lesson.
- In a **group of three**, complete the “**Looks Like, Sounds Like, Feels Like**” chart in your manual and discuss the following questions:
 - What **similarities** are there between the shared reading lessons in your school and the approach you saw in the video?
 - What **differences** are there between the shared reading lessons in your school and the approach you saw in the video?

What is Shared Reading?

- Form a **new group of three**.
- Have each member of your trio read one of the sections about shared reading printed in your manual.
- Highlight or underline key ideas—you'll need to summarize these key ideas to the rest of your group!

What is Shared Reading?

- With your group of three, **work together** to complete a **KLQ Chart** on a piece of poster paper.
- Be sure to share the most important information from your section with your trio.
- You will have opportunities to add to and update your chart throughout this module.

What we know or have learned about shared reading and why it is important	Questions we still have about shared reading

Shared Reading at Different Grade Levels

- **Shared reading looks different at different grade levels**, given variations in students' **developmental readiness**, the expectations of grade level **standards**, and students' independent reading **abilities**.
- At the same time, many features of effective shared reading instruction are consistent across grade levels.

Shared Reading at Different Grade Levels

- Read the following two pages in your manual that explain the traits of shared reading instruction at the **grades K-1** level and at the **grades 2-3** level.
- Highlight or underline key ideas.
- Then, discuss the following questions **with a partner**.
 - What are key **differences** between shared reading in grades K-1 and shared reading in grades 2-3?
 - What are key **similarities** between shared reading in grades K-1 and shared reading in grades 2-3?

Shared Reading: Video

- Now watch extended video of the first grade shared reading lesson using the book *In the Small, Small Pond*.
- Consider the research you just studied, and make new connections between this video and your learning.
- As you watch, reflect on the questions in your manual.
- Discuss your responses with a **new partner**.

Shared Reading and Close Reading

- Read the research excerpt in your manual.
- Use the annotation guide below to support your comprehension.

- ! – This is a new idea for me
- ✓ – This is an idea I've already thought about and agree with
- ? – I have a question about this

- Then, discuss the questions at the end of the passage **with a partner**:
 - How are shared reading and close reading similar? How are they different?
 - How are shared reading and close reading both effective strategies for meeting the demands of our standards?

Shared Reading and Close Reading

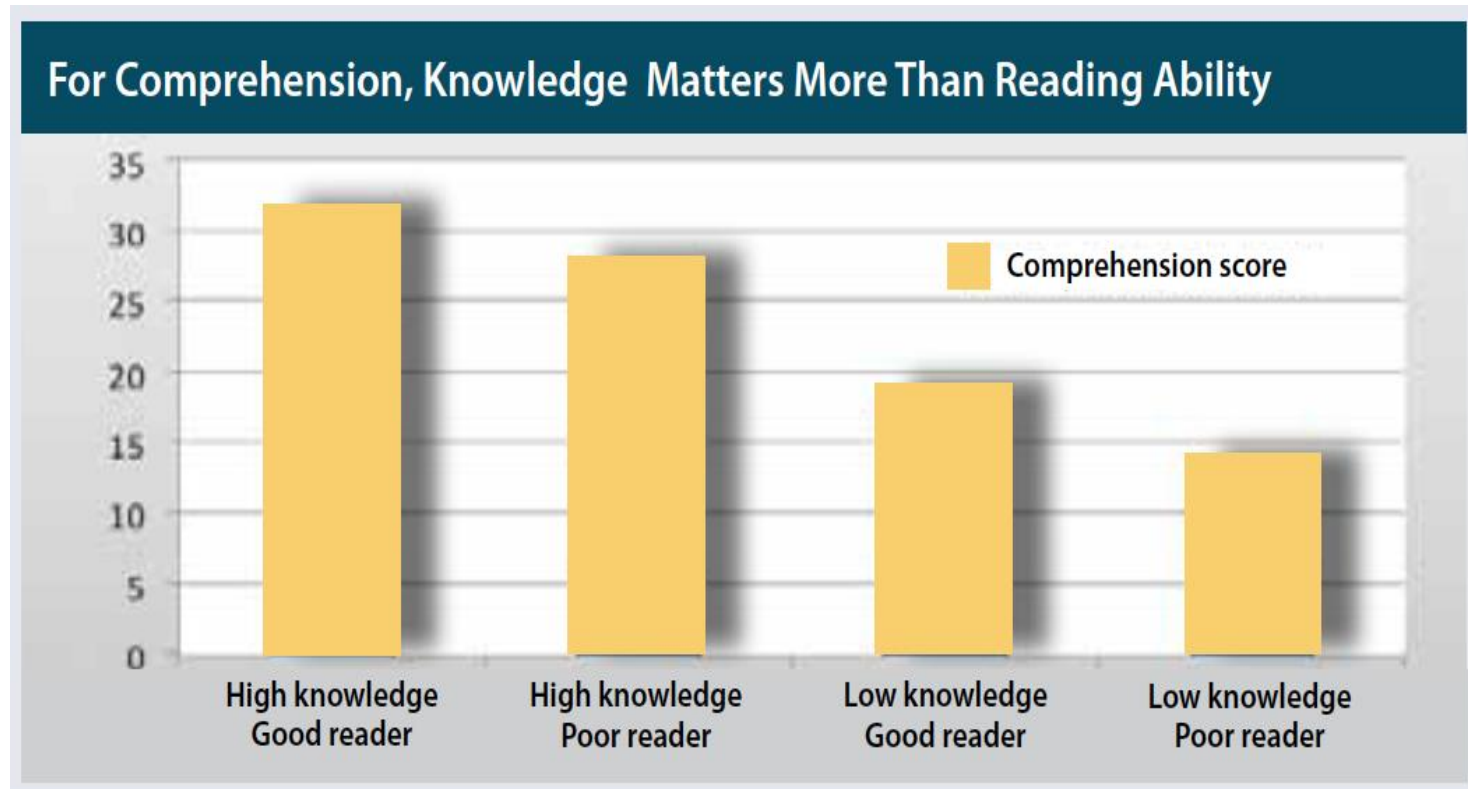
- Update your group's chart, using information from this article as well as the video you just watched.

What we Know or Have Learned about Shared Reading and Why It Is Important	Questions we Still Have about Shared Reading

How Do We Support All Students in Accessing Grade Level Texts?

- Review the two research excerpts in your manual.
- Then, **find a new partner sitting at your table**, and discuss the question at the end of this section:
 - What kind of instructional setting is required for students to be able to access grade level texts successfully?
 - How can teachers approach instructional planning in a way that ensures students get the differentiation and background knowledge they need?

How Do We Support All Students in Accessing Grade Level Texts?



Knowledge Matters, accessed 2016

TEAM Connection: Teacher Knowledge of Students

- When teachers utilize appropriate **scaffolds** during shared reading, all students are able to access grade level texts successfully.
- The use of interactive read alouds to build **background knowledge and vocabulary** can provide an appropriate scaffold for supporting students in accessing grade level text.
- Providing **differentiated supports** during shared reading allows all students to master what is being taught.

Lunch

- Lunch is from 12–1 p.m.
- We will finish Module 2 after lunch starting promptly at **1:10 p.m.**

Shared Reading and the Literacy Block

- Watch how this kindergarten teacher organizes her literacy block.
- As you watch, **independently** reflect and respond to the questions in your manual.
- Then, discuss your reflections **with a partner**.

Shared Reading and the Gradual Release of Responsibility Instructional Framework

DEMONSTRATION <i>(Teacher Modelling)</i>	SHARED DEMONSTRATION <i>(Joint Practice)</i>	GUIDED PRACTICE <i>(Student Practices with Teacher Guidance)</i>	INDEPENDENT PRACTICE <i>(Independent Application)</i>
Accessing complex texts through Interactive read alouds	Accessing on-grade level texts through shared reading	Guided reading and instructional-level texts	Independent reading and reading conferences
<p>High Teacher Support</p> <p>Less Student Ownership</p> <p>More Student Ownership</p> <p>Low Teacher Support</p>			

- Adapted from Fountas, I.C. & Pinnell, G.S., (2016) & Routman, (2004)

Shared Reading and the Gradual Release of Responsibility Instructional Framework

- **Number Off:** Find two other coaches who have the same table number as you.
- As a trio, create your own graphic that illustrates the gradual release of responsibility within a literacy block.
 - Use the space provided in your manual.

Shared Reading and the Gradual Release of Responsibility Instructional Framework

- Discuss the following questions:
 - How does the gradual release of responsibility model support students in becoming skillful, independent readers?
 - How does shared reading specifically fit within the gradual release model?

TEAM Connection: Presenting Instructional Content

- Logical **sequencing** and **segmenting** is an essential component to successful presentation of content.
- Decisions about the order of the gradual release, or in this case, the varying modes of reading, should be made to ensure that the **presentation of content** is sequenced and segmented to be logical for the purposes and goals of the lesson and to best meet students' needs.

Making Connections between Read Alouds and Shared Reading

- **Independently** review the statements on the left side of the manual page that describe traits of read aloud, shared reading, or both.
- Draw a line from the description to the appropriate section on the right side of the page.

Making Connections between Read Alouds and Shared Reading

Read Aloud	Both Read Aloud and Shared Reading	Shared Reading
<p>Texts are above grade level</p> <p>Teacher reads aloud the text</p> <p>Focus primarily on Reading standards</p> <p>Focus on the application of comprehension strategies, such as inferring, summarizing, predicting, etc.</p>	<p>Texts are selected purposefully, considering both complexity and quality, as well as the use of diverse text types</p> <p>Text-dependent questions are thoughtfully scaffolded to guide students to deeper levels of understanding of the text</p> <p>Teachers model the thinking and actions of proficient readers</p> <p>Focus on building vocabulary and world knowledge; lessons connect to content area standards, including science, social studies, health, technology, and the arts</p> <p>Daily and culminating tasks support students' comprehension</p>	<p>Texts are on grade level and align with appropriate text complexity expectations</p> <p>Students share responsibility for reading the text</p> <p>Focus equally on Reading <u>and</u> Foundational Literacy standards, including fluency</p> <p>Focus on the application of both comprehension strategies and word attack strategies</p>

Synthesis: Shared Reading

- Reflect on all that you've learned so far about shared reading.
- Then, discuss the following questions **with a partner**:
 - In your own words, what is shared reading? What are the most important characteristics of an effective shared reading lesson?
 - How does shared reading support students' reading achievement?

Synthesis: Shared Reading

- Update your group's chart

What we Know or Have Learned about Shared Reading and Why It is Important	Questions we Still Have about Shared Reading

Synthesis: Shared Reading

- Circle the three ideas from the first column that you think are most important.
- **Gallery Walk:** Review other groups' posters. Note the key ideas they selected.

What we Know or Have Learned about Shared Reading and Why It Is Important	Questions we Still Have about Shared Reading

Shared Reading Planning Sheet

- Use this tool to support your teachers in identifying specific areas of their shared reading practice they'd like to work on.

Transition to Module 3

- You will rejoin your Regional Coach Consultant and other coaches from your region for Module 3.
- Module 3 will begin promptly at 3 p.m.
- Use the next 30 minutes to take a break and transition to your new room.