### Secondary Literacy Instruction: Shared Reading

#### 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—especially shared reading aloud—is a powerful context for demonstrating and practicing all aspects of the reading process. Following shared reading by guided silent reading and/or independent reading (supported by individual conferences) provides the necessary time for students to problem-solve, self-correct, self-evaluate, and practice all the other subtle aspects of successful independent reading” (Routman, Reading Essentials, p. 131).

**Shared reading is not:**
- Whole class novels
- Isolated read-alouds
- Round Robin reading

#### Why do shared reading instruction?

Shared reading is a research-based practice tied to improving reading achievement that provides scaffolding for a range of readers. It demonstrates how readers think and what readers do. It creates opportunities for dialogue that supports deeper meaning-making, building confidence and competence in struggling readers. I encourages all voices to be heard and raises expectations for what’s possible for all students to do.

#### 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

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<tr>
<th>Teachers are:</th>
<th>Students are:</th>
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<tr>
<td>- Modeling by reading aloud from rich, authentic, interesting literature or expository text across genres.</td>
<td>- Having access to the text and engaging in the reading, following along (with their own or a projected copy).</td>
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<td>- Making the reading process visible and explicit for students.</td>
<td>- Reading the text silently or orally along with the teacher as appropriate.</td>
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<td>- Encouraging and posing questions to prompt deeper thinking.</td>
<td>- Playing 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.</td>
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<td>- Differentiating according to the needs of the group.</td>
<td>- Listening to and talking with one another, not just the teacher.</td>
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<td>- Choosing compelling, engaging, strategic and purposeful text and considering the supports and challenges of this text.</td>
<td>- Noticing the ways authors craft meaning and developing an understanding of how all aspects of the text work together to contribute to meaning.</td>
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<td>- Supporting ELL students with multiple avenues of response, including one-on-one and small groups using structured language supports.</td>
<td>- Engaging in the reading in order to transfer the learning into independence.</td>
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<td>- Preparing for the shared reading experience by considering:</td>
<td>- Being introduced to a variety of authors and ideas through an enjoyable reading experience.</td>
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<td>- How will I assess/build necessary background knowledge?</td>
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<td>- Are there words that are critical to text understanding?</td>
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<td>- Is the room arrangement supportive of shared reading?</td>
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<td>- Have I chosen appropriate places to stop?</td>
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<td>- Have I prepared for the shared reading experience so that I can give an engaging and purposeful reading of the text that includes supporting my ELL students?</td>
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The text is:

- Highly engaging and informative
- Worth students’ time
- Connected to students’ interests, needs, culture, and instructional focus
- Provocative of high-level thinking and comprehension
- Supportive of how reading works—the skills, strategies, and behavior of proficient readers

#### Teaching/Learning Cycle

**Assessment**
Collect evidence that demonstrates the progress of learners along the APS Reading & Writing Continua and wIDA Performance Definitions (for ELL) through formative and summative assessments.

**Evaluation**
Turn assessment data into learning information by identifying strengths, approximations, and next steps for student learning.

**Planning**
Plan based on the assessment and evaluation data, to determine an instructional focus, choose appropriate resources, identifying proficient reading, writing, speaking and researching behaviors, and determine how students will transfer this learning to independence.

**Teaching**
Demonstrate reading and writing processes, strategies, and critical thinking needed to develop proficiency in reading, writing, speaking and researching. Set expectations for student learning and provide opportunities for practice and transfer to independence.

#### What professional resources support shared reading?

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

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