

August 15, 2012

Reading In-service Agenda, Pre-K-2

What is Shared Reading?

Shared Reading is a teaching approach generally used in a whole class group where all students are able to see the same text.

Key Targets:

- ✓ To convey to students the joy of reading.
- ✓ To extend and enrich the students' interest vocabulary.
- ✓ To model correct enunciation, pronunciation, flow and phrasing.
- ✓ To encourage the use of comprehension strategies.
- ✓ To introduce and reinforce print conventions, phonic knowledge, phonemic awareness, grammar and spelling in context.
- ✓ To make students aware of literary devices if appropriate.
- ✓ To encourage the students to use and interpret visual information in texts.

What resources are best for Shared Reading?

Resources selected for shared reading should be age and interest-appropriate for students. Shared books that work best for shared reading must have 'magical', rhythmic, rhyming, repetitive text chunks

How does the focus change for Shared Reading?

Daily Focus (no more than 10 mins per day)

Reading should always be for enjoyment! This process is Monday-Friday using unseen text. Attend to pace when reading--very important!

Day 1: Comprehension

Introduction of the book and the first reading of the story, well modeled as an expectation of student reading. Read and enjoy the story. May involve some prediction based on cover but **IS NOT** a stop and go sort of experience-- no questioning during the process. After reading ask questions to stimulate discussion (see side panel examples). Follow up with literal **IN THE TEXT** questioning and inferential questions.

Day 2: Vocabulary

Re-read and encourage students to join in. Focus on interesting words (wow words, not high frequency). You may involve students in aspects of second reading, title and repetitive chunk of language.

Day 3: Flow/Phrasing/Fluency


Talk about the 'clues' that help students read well (process decoding strategies), print conventions and CAP. Begin the focus on conventions of print, such as various punctuation marks and how to respond to them in reading. These conventions are introduced **prior** to the rereading of the book and will be the focus of the rereading.

Day 4: Phonic Knowledge/Phonemic Awareness

Re-read the entire text without stopping but you may encourage the children to join in as you read. Then select one page and focus on letter names and sounds, word families/spellings, phonemes and rhyming words.

Day 5: Oral, Written and Visual Language

Use the text as a springboard to a response – drama, retelling or writing a new story. Another example may be to write letters to a character, illustrated by the children and displayed for independent reading in some way.

 **VIDEO:** See and hear Jill Eggleton discuss Shared Reading and teach a lesson. Time to complete Shared Reading lessons based on books brought within grade level teams. Distribute reading comprehension stem questions.

Education is not about the filling of a pail but the lighting of a fire.

- Jill Eggleton