

THE LITERACY AND NUMERACY SECRETARIAT *presents...*

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# SHARED READING

## Viewer's Guide

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# Shared Reading: Continuing the Conversation

*Shared Reading: Continuing the Conversation* DVD includes a wealth of ideas, strategies, and details to support your professional learning in the area of literacy instruction.

Shared reading is an inclusive approach that involves all students in common, rich literary experiences. An engaging text, a teaching focus and an appropriate strategy are carefully selected by the teacher, based on the needs of the students. Shared reading is an instructional approach that provides an opportunity for precision teaching. It can be used with any size group, in any content area, using any text format. The amount of student reading depends on the teaching focus, and the competency and comfort level of the students.

The teachers featured on this DVD share with you the shared reading practices that they find to be successful in improving student achievement. You will see teachers collaborating as they analyze assessment data and decide on next steps to meet the needs of all of their students.

This guide provides several options for viewing. We recommend that you watch the play all segment in its entirety, before you select segments for focused study. To stimulate a more in depth look at shared reading, links are provided to additional related resources.

## Getting Started

- [What I Think I Know... Activity #1](#)
- [Shared Reading/Guided Reading Similarities and Differences... Activity #2](#)

## Viewing Options

- [Learning Environment... Activity #3](#)
  - Start of Day; Environment; Collaborative Learning Structures
- [Accountable Talk... Activity #4](#)
  - Collaborative Learning Structures
- [Assessment & Planning... Activity #5](#)
  - Collaborative Learning Structures
- [Selecting Appropriate Texts... Activity #6](#)
  - Shared Reading Lesson; Writing Session
- [The Lesson... Activity #7](#)
  - Shared Reading Lesson; Writing Session

## Wrapping It Up

- [Teacher Reflection... Activity #8](#)
- [For the Principal or Coach... Activity #9](#)

# Getting Started

## What I Think I Know... Activity #1

(see page 17 for possible responses)



Prior to viewing the Shared Reading DVD, reflect on your current understanding of shared reading, as an instructional approach. Complete the first column of the following organizer. During and after viewing the DVD, return to the chart to add your thoughts in the appropriate columns. (Adapted from *Reality Checks* by Tony Stead)

SHARED READING				
What I think I know	Affirmations	Misconceptions	New learning	Wondering

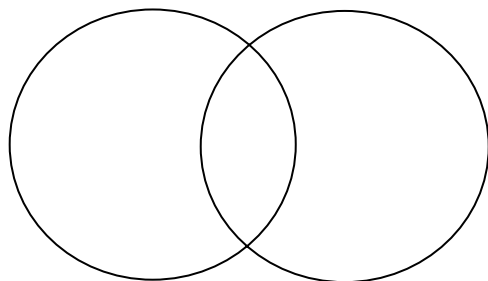
## Shared Reading/Guided Reading Similarities and Differences...

### Activity #2 (see page 18 for possible responses)



The Shared Reading approach is situated in Vygotsky's zone of proximal development. In this cognitive zone students are negotiating meaning with slightly challenging text supported by varying degrees of scaffolding provided by the teacher. The shared approach precedes guided practice.

Before viewing the Shared Reading Lesson, draw on your prior knowledge of shared and guided reading and compare both approaches. Use the Venn diagram as an organizer for your thinking.



Please see **Appendix A** for a full sized Venn Diagram which you may complete.

After viewing the DVD, revisit the Venn diagram. Alter your responses to reflect your new learning.

**Zone of Proximal Development** is "the zone between what the learner can do alone and what he/she can do with assistance. It refers to the distance between a child's actual developmental level as determined through independent problem solving and his/her potential development level as determined through problem solving under adult guidance or a collaboration with more capable peers."

*Vygotsky, (1978)*

Please See **Appendix B** for a copy of Vygotsky's Zone of Proximal Development

## Viewing Options

### Learning Environment... Activity #3

(see page 19 for possible responses)



Effective teachers create classroom environments that are conducive to teaching and learning and respectful of all students. Learners feel safe and valued and work hard at becoming competent and independent. Grouping is flexible and dynamic and the learning is relevant, active and engaging.

**Watch the Entry: Start of the School Day, Learning Environment, and Collaborative Learning Structures segments**, without the sound on, and comment on what you notice in the learning environment that is conducive to nurturing independent literacy learning.



What do you notice?

What questions do you have for this classroom teacher?

What ideas might you share with this classroom teacher?

## Activity #3 Continued



### 2<sup>nd</sup> Viewing

Replay the segments with the sound on.



Record any insights gained from hearing the teacher's thinking.



## Accountable Talk... Activity #4

(see page 20 for possible responses)

Talk and social interaction are essential to learning. Students need explicit instruction to understand what accountable talk looks and sounds like. They need to learn how to participate in a group and contribute to everyone's learning. Students need opportunities to work with a variety of partners. They need to practice listening critically to the ideas of others and then forming their own ideas. Working with others in the class builds respect for diversity and a sense of community in the class.



**View the Collaborative Learning Structures segment.**

### Discussion Points



These students were able to form the collaborative structures quickly and easily. They knew what was expected of them and they were engaged.

What prior learning experiences do you think this teacher provided for her students in order to set them up for success in working collaboratively?

**Accountable talk** seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. All participants in the group are responsible for their own learning and also share the responsibility for the learning of others in the group. Accountable talk comes from forming our own opinions and supporting those opinions with evidence, actively listening to the opinions of others, extending others' thinking by challenging their rationales and developing appropriate ways to disagree.

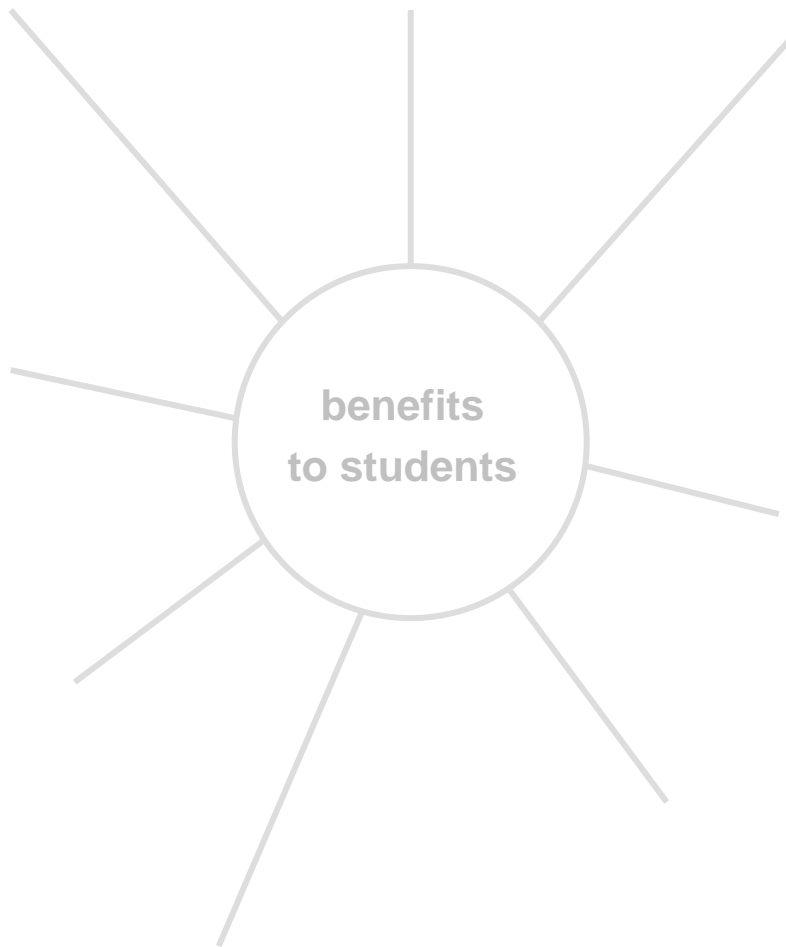
*Janet Allen (2002)*

## Activity #4 Continued



What are the benefits to students when they engage in partner talk and inside/outside circle?

Brainstorm your ideas to show your thinking.



## Assessment & Planning... Activity #5

(see page 22 for possible responses)

Collaborative assessment and planning ensures consistency in language and practice. Teachers can build on skills previously taught and avoid unnecessary repetition. Teachers can plan by grade, division and whole school. In this way teachers can plan for exit outcomes and ensure that all students experience a full and rich well-rounded program. Including ESL, special education teachers and the teacher-librarian as members of the team helps to ensure equity of outcome for all students.

Please see **Appendix C** for a copy of an Assessment Cycle.



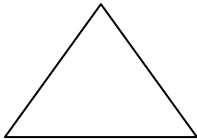
**View the segment on Assessment and Planning.**



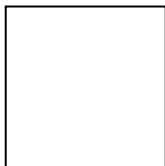
**Jot down your reactions, as you listen to Stephanie and Michelle discuss their assessment practices.**

**Complete the following graphic to organize your thinking.**

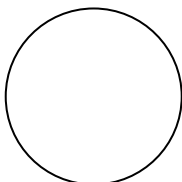
What were the main points of the dialogue?



What really squared with your thinking?



What is still circling around in your brain?



## Activity #5 Continued



What information did you find most relevant to your current teaching practice?

What are the merits of this sort of collaboration?

What are the challenges?

What questions would you like to ask these teachers?

Reflect on your own practice. What ideas might you try in your classroom/school to encourage collaboration?

## Selecting Appropriate Texts... Activity #6

(see page 23 for possible responses)



A variety of text formats may be used depending on the needs of the students. “Texts” refers to all types of text including video, song lyrics, brochures, billboards, posters, advertisements, web pages, and art pieces.

The text must be visible to all students. Usually an overhead transparency, data projector, big book, chart, video, or web site is used. Texts may be revisited over several days. The level of difficulty of texts varies according to the teaching focus, and how much scaffolding/support the teacher is prepared to offer. It is essential that appropriate scaffolding be provided in order to assist students in understanding the grammatical structures and cultural content inherent in the text.

The goal of teaching students to make meaning using a variety of strategies is to enable them to independently apply their skills to new and increasingly complex texts of all types. It is therefore important that students become metacognitively aware of themselves as readers and writers.

There is a large body of research that identifies what good readers do in order to make meaning. Teachers need to concentrate their teaching on developing these strategies, as well as a love of reading. These strategies include:

- Questioning
- Inferring
- Visualizing
- Making connections
- Synthesizing
- Identifying significant information
- Predicting
- Evaluating
- Understanding how language and words work

The same piece of text can be revisited many times to support different teaching points based on student needs.

**Metacognition** is the ability to be conscious of and, to some degree, control one’s own thinking. It is when students have the ability to know and apply appropriate thinking/literacy strategies when needed. Literate students plan and monitor their literacy/thinking strategies at a metacognitive level.

## Activity #6 Continued

Consider the text used in the sample lesson, and identify other possible areas of focus.

### Reach for your Dreams

**On 23 July 1999, Commander Eileen Collins took the space shuttle *Columbia* into orbit. She led a successful mission to launch the *Chandra x-ray Observatory* which will help scientists find the answers to some of the riddles of the universe, such as black holes.**

Eileen Collins was born in New York in 1956. She is “a very ordinary down-to-earth person” her parents say. “No one handed her anything. Everything she is today, she’s earned.”

As a child, Eileen’s favorite TV programs were *Star Trek* and *Lost in Space*. At school, she started reading about famous pilots, such as Amelia Earhart. “Their stories inspired me,” she says. “I admired the courage of those women to go and fly into dangerous situations.”

At university, Eileen worked part-time to pay for flying lessons. After her degree, she went into the Air force. That was when she decided to become an astronaut.

Just five years later, Eileen became the first woman to pilot a space shuttle, as part of the Russian American space program, and she visited the *Mir* Space Station. In 1997, Eileen spent nine days in space, traveling 145 times around Earth – that’s 6,400,000 kilometers.

In 1999, Eileen became the first woman to command a space shuttle. On her appointment she said, “when I was a child I dreamt about space. I admired pilots and astronauts, and I’ve admired explorers of all kinds. It is my hope that all children will be inspired to reach their dreams – because dreams do come true!”



*Text: Taken from Learning Media Limited Poster- John Bonallack (2002)*



**View the Shared Reading Lesson.**



Possible teaching foci:

## The Lesson... Activity #7



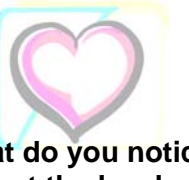
(see page 24 for possible responses)



View the Shared Reading Lesson.



As you view the Shared Reading Lesson, note your observations in each section of the framework.

	 What do you see?	 What do you hear?	 What do you notice about the level of engagement?
Teacher			
Student			

Reflect on the shared reading lesson and identify the components of the lesson and the benefits to students of each component as it relates to the gradual release of responsibility model.

## Wrapping It Up

### Teacher Reflection... Activity #8



After viewing the sample shared lesson use the following questions to guide your reflections:

Question	Response
What am I already doing that was validated in this presentation?	
What made me uncomfortable? Why?	
What did I learn that I did not know before?	
What obstacles exist that might challenge the implementation of shared reading in my classroom?	
What are the key strategies to overcome these obstacles?	
What would I like to know more about?	
What resources do I already have that can help facilitate the implementation of Shared Reading in my classroom?	
What resources do I need to help facilitate the implementation of Shared Reading in my classroom?	
What could I try tomorrow? Next Week? Next school year?	

## For the Principal or Coach... Activity #9

(see page 26 for possible responses)



What sorts of questions might you ask to stimulate a reflective conversation after observing a shared reading lesson?

You may wish to use the following topics to guide your thinking:

Topic	Reflective Question
Data drives planning and instruction	
Gradual Release of Responsibility Model	
Timetable for a comprehensive literacy program	
Explicit teaching	
Cross-curricular connections	
Routines that allow for independence and working with small groups	
Tools and strategies that support student independence	
Strategies to address student diversity	
Text selection - inclusive resources	
Multi-literacies, critical literacy	
Accountable talk	
Metacognition	

# Possible Responses to Viewing Activities

## Getting Started

### Activity #1: What I Think I Know *(page 4)*

Characteristics of a shared reading lesson:

- short, focused instruction based on on-going assessment data
- small group or a whole class
- text must be visible to all participants
- text may be challenging to the students
- may have cross-curricular connections
- may be used in any content area
- text must be engaging, inclusive and age appropriate
- observation occurring during shared reading may lead to guided reading or writing
- purpose of the lesson is clearly stated
- teacher reads and models proficient reading behaviours
- students read to apply newly taught strategy
- talk is integrated

**Activity #2:**  
**Shared Reading/Guided Reading Similarities and Differences** (page 5)

Shared Reading	Shared and Guided Reading	Guided Reading
<ul style="list-style-type: none"> <li>• text visible to all</li> <li>• text may be challenging or simple depending on the amount of support offered by the teacher</li> <li>• the teacher and students share the reading</li> <li>• small group or whole class</li> <li>• continues throughout the year whenever new learning occurs</li> <li>• teacher models proficient reading behaviours</li> <li>• students and teacher read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• text may have cross-curricular links</li> <li>• students and teacher debrief what strategies were used to make meaning</li> <li>• the focus is on making meaning</li> <li>• the session is short and focused</li> <li>• assessment may occur during the session</li> <li>• the lesson focus is based on assessment data</li> <li>• the lesson is pre-planned based on the needs of the students</li> <li>• talk is integrated throughout the session</li> <li>• students build on the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• each student has their own copy of the text</li> <li>• text is slightly challenging (students must be able to read the text)</li> <li>• the students read</li> <li>• small group</li> <li>• continues throughout the year to practice and apply previously taught strategies</li> <li>• students debrief what strategies worked for them to make meaning</li> <li>• students read silently</li> </ul>

## Viewing Options

### Activity #3: Learning Environment *(page 6)*

Elements of the learning environment which are conducive to supporting student independence

- materials are organized and easily accessible to students e.g. writing materials at the centre of every table, clearly labeled bins of books and manipulatives, language and word study games, a file of student portfolios
- individual student language boxes to keep student work are organized and easily accessible
- organizers to assist students in working independently
- a teaching centre and meeting area for shared reading including a white board, resources and materials
- defined spaces for group work, individual work, and whole class meeting
- anchor charts to assist students with their individual work
- displays of student work celebrating their learning
- a class agreement setting the tone for a respectful learning space
- learning stations including a listening centre, reading centre and a writing centre
- clearly established routines such as the entry routine and how to problem solve when the teacher is busy with other students
- Language boxes that include a monthly planner which highlights specific daily guided reading tasks, guided reading books, independent reading books, a writer's notebook, current writing, language/word study book, a memories book, and a reading log. Students use their language boxes independently and can verbalize the benefits they have to their learning.

## Activity #4: Accountable Talk *(page 8)*

Students need practice in working collaboratively and engaging in accountable talk. They need experience in:

- listening critically to the ideas of others
- building on the ideas of others
- synthesizing ones own thinking
- expressing ideas concisely
- agreeing or disagreeing in a respectful way forming collaborative structures quickly
- taking responsibility for ones own learning and for the groups learning
- staying on task
- being flexible and open-minded
- supporting ideas and opinions with evidence or examples

### Benefits of Think/Pair/Share

- students have time to practice their ideas with a partner
- it is a safe environment for them to organize and practice their thinking
- it develops students' oral skills
- it expands students' perspectives
- every child has a voice
- working in pairs allows students to build strong relationships within the classroom community
- it gives students time for reflection
- students have time to think, hear, think, speak before they are asked to share with the larger group
- allows for plenty of modeling

## Activity #4 Continued

### Benefits of whole class instruction

- common understanding
- common literary repertoire
- sense of community
- gives the teacher a chance to gather assessment data through observation

### Benefits of inside/outside circle

- every student has multiple opportunities to speak
- participants have a chance to practice their ideas in a safe environment
- students can alter their ideas based on what they hear from their partners
- students have an opportunity to interact with a variety of students
- participants hear different perspectives
- students learn different ways of verbalizing ideas
- students learn to listen critically and to synthesize ideas
- everyone feels included in the discussion
- can be used in a content area to introduce, summarize or consolidate

## Activity #5: Assessment & Planning *(page 10)*

- the goal of assessment is to improve student learning
- collaborate with grade partners, support staff and administration to ensure consistency in practice and interpretation
- track students to ensure that all students are progressing
- analyze assessment data to plan next steps
- collect base – line data – use a standardized assessment tool
- monitor student improvement throughout the year– collective responsibility
- consider many sources of data
- look for school patterns, grade patterns, student patterns
- deliberately link assessment, planning and instruction
- use data to inform grouping, text selection and instructional strategies
- ensure that assessment is fair and equitable
- build assessment literacy collectively over time
- include students in the assessment process
- build metacognition through reflective self-assessment
- provide immediate explicit feedback
- provide multiple and varied opportunities for students to demonstrate understanding
- builds collaborate responsibility for the success of all students
- also provides comparative insights for teachers

## Activity #6: Selecting Appropriate Texts *(page 12)*

### Areas of Focus

Possible areas of focus for this piece of text might include one or two of the following based on student needs:

- expressions such as “down to earth”
- use of quotation marks or italics
- text features e.g. pictures, colour, bold font
- structure of a paragraph
- lead sentences
- selecting significant information
- making jot notes
- retelling in sequence
- critical literacy – Questioning

What information about being an astronaut is not included?

From whose point of view is this piece written?

What do you think is the intent of the author?

What are you wondering about?

## Activity #7: The Lesson *(page 14)*

### Lesson Deconstruction

The purpose of the lesson is clearly stated (reviewing the elements of a biography). This focuses the students' attention and allows for self-assessment in relation to the goal.

Reference is made to a previous lesson regarding the elements of biography and the anchor chart that students created. This reminds students of the tools in the classroom that are there to help them. It also places the current lesson in the context of what they have learned and will be learning in the future.

The benefit of knowing the structure of a biography is explained so that students understand how this learning is relevant and can be applied to their future reading and writing.

The title "... " is read and a prediction is made concerning the relevance of the title to the content of the piece.

Elbow partner discussion allows students to rehearse their ideas and adjust their thinking before sharing with the whole class.

Students and teacher debrief the sharing.

The introduction is read and deconstructed for students. Attention is paid to the purpose of the introduction and the text features that make the introduction stand out.

The piece is read in its entirety to model fluent reading and think aloud how she is making meaning. (e.g., personal connection to the bravery in the current read aloud, *The Breadwinner* by Deb Ellis.)

A strong connection is made between the last statement in the conclusion and the title.

To reinforce the elements of a biography, students are asked to check the text against their *Elements of a Biography* anchor chart.

Students engage in a Think, Pair, Share to find and discuss one element of biography found in the text.

*Think* of 1 element of a biography

In *Pairs* discuss where you can see this element in this text.

*Share* with the group what you found.

## Activity #7 Continued

Students are invited to share the element they found and read aloud the evidence in the text that supports their answer.

Students consolidate their learning in pairs within an inside outside circle.

Students number off 1 and 2 and form the inside outside circle quickly.

The teacher posts 4 questions to guide the discussion and synthesis of the lesson.

The teacher reads one question at a time.

Students take turns and both respond to each question.

Then student number one moves three spots to the right so that the pairs change and another question is posed by the teacher.

Lesson ends with a debriefing and challenging students to write about Terry Fox.

This open ended task allows for all students in the class to participate and work toward a common goal. The teacher provides differentiated support to meet the diverse needs of her students. For example, jot notes about Terry Fox are provided for some, others draw on prior knowledge or engage in additional research to find other information, while others are gathered in a small group to work with the teacher.

## Wrapping It Up

### Activity #8: Teacher Reflection *(page 15)*

Responses will vary, since participants are speaking about their personal experiences.

### Activity #9: For the Principal or Coach *(page 16)*

After collaboratively analyzing the data, how do you provide extra support for struggling learners without having them miss new learning?

How do you decide when students are ready to move on to the independent stage of learning?

Schedule: Could you share your time tabling choices that ensure language and word study, talk and media studies are adequately addressed during your literacy block?

What influences your decisions around selecting an appropriate teaching focus?

How might a shared reading approach be used in the content areas?

During a whole class shared reading lesson, what supports would you offer to your struggling readers?

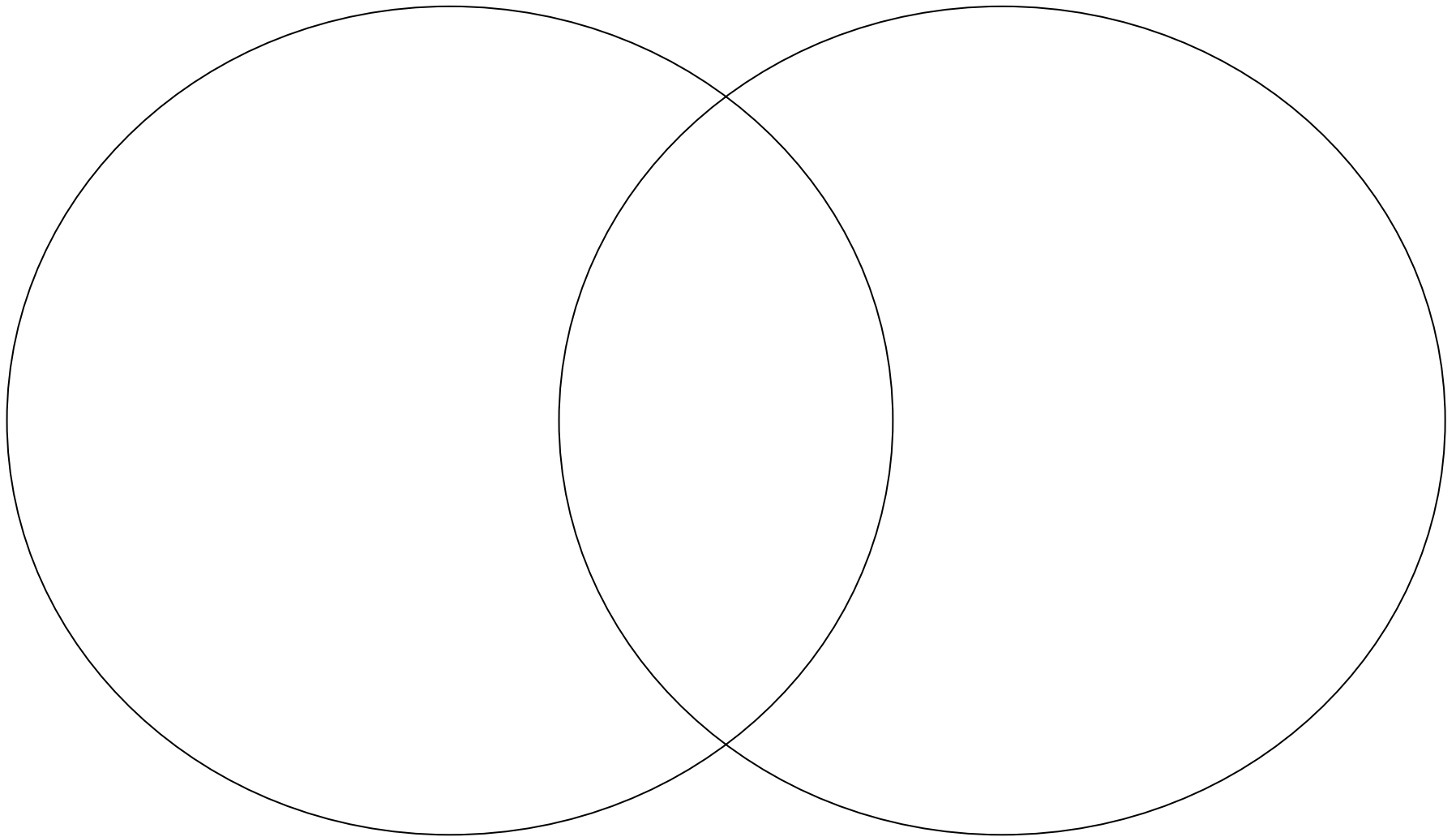
How does metacognition support students in becoming independent learners?

How do you include students in the assessment process?

What decisions have you made in order to structure an inclusive learning environment that supports the learning of all students?

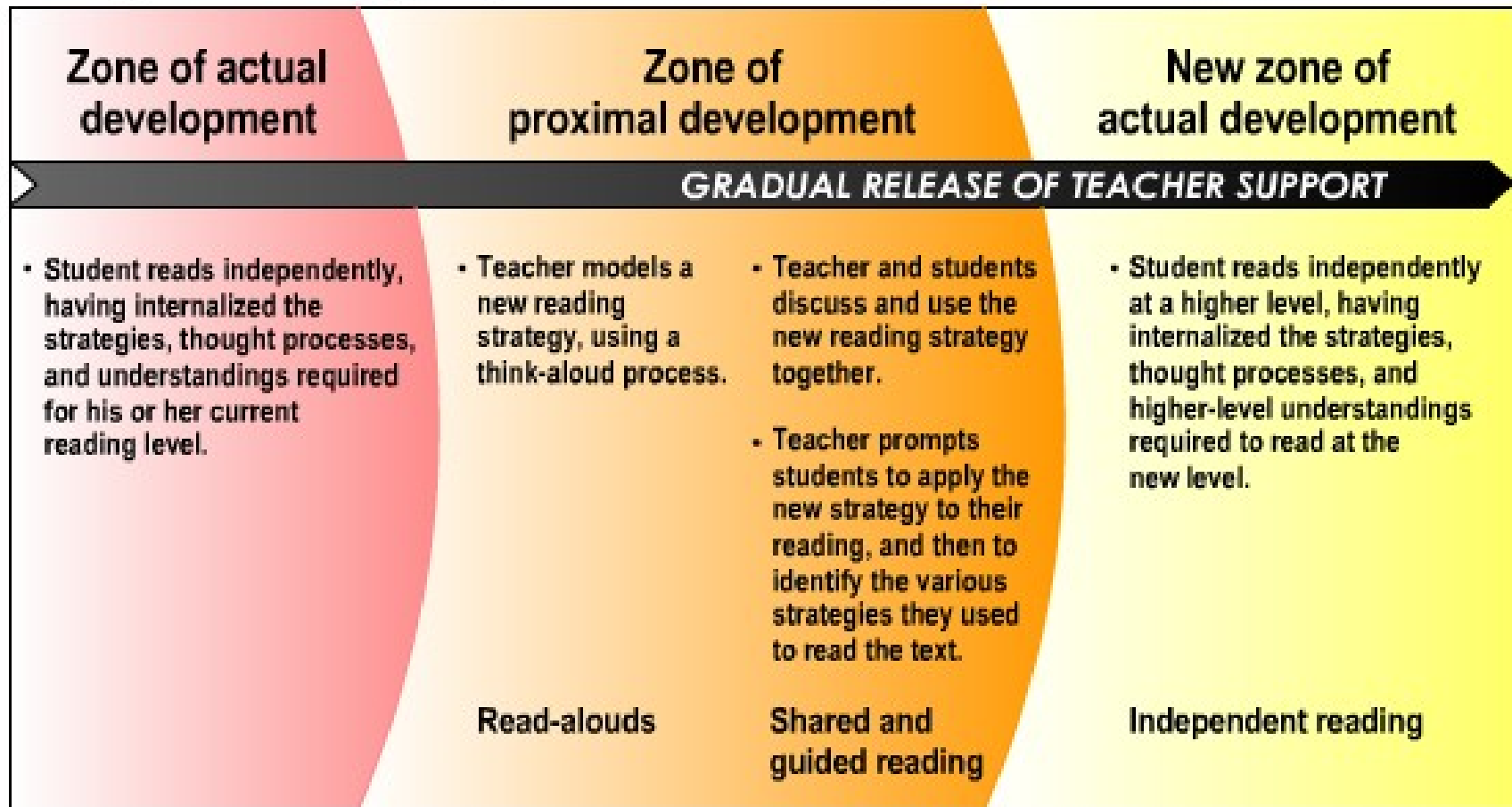
## Suggested Reading

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**Appendix A: Venn Diagram**

## Learning to Read Within Vygotsky's Zone of Proximal Development



### Appendix B: Vygotsky's Zone of Proximal Development

