Shared Reading Expectations

Teacher:_____ Grade:_____ Date:_____

Observer:_____

Definition of Shared Reading: Whole group reading of a shared text where the teacher is introducing and/or reinforcing strategies and skills that the teacher wants the students to begin to use while reading. Engaging students in higher level text (above majority of students' independent reading level) and thinking with teacher support.

Materials: (Varies by the need, level of readers and/or lesson focus)

□ **Specific strategy focus plan** □ **Text** (Any text all students can see. ex. big book, individual copies of text)

Optional: □ Reader's Notebooks   □ White Boards   □ Markers □ Sticky Notes
□ Highlighter or Cover Up Tape □ Easel/Big Book Stand □ Magnetic Letters □ Pointer
□ Document Camera □ Chart Paper

Environment/Organization

□ Strategies Anchor Charts/CAFÉ Menu Displayed   □ Whole group carpet/meeting area
□ Easel for big book display   □ Interactive Display   □ Charts Displayed   □ Text Accessible to Students
□ Routines/Procedures *(Same text should be used for multiple days/lessons)*

Shared Reading Elements: (Varies by the need, level of readers and/or lesson focus)

□ Completed Multi-day Plan (See focus points to use throughout the week)
□ Content Area _____

□ Text Introduction
□ **(Focus/Purpose)** (Meaning (comprehension), Structure (text, sentence, etc.), and Visual (concepts about print, word study, language standards, etc.)   (All three need to be covered over the course of the multi-day plan)
□ Students invited to read the text in multiple ways (partner, echo, choral, linear and nonlinear, etc.)
□ Language Standards (word work, vocabulary [roots, bases, affixes], analogies, sentence structure, grammar, etc.)
□ Connect teaching point during reading of text (teacher models purpose and support based on student needs)
□ Student discussion of the text (small group and/or student to student)
□ Link/transfer to: guided reading, independent reading, writing, oral language, etc.
□ Interpretation/author's message

Over

Teaching Points for Before, During and After Reading		
Meaning	Structure	Visual
□ Pictures □ Setting □ Characters □ Events □ Problem/Solution □ Theme/Author's Message □ Most Important Part/Why □ Retelling □ Summarizing □ Reflection Interpretation/Author's Message □ Compare/Contrast (within <u>or</u> between 2 different text) □ Cause and Effect □ Brainstorm different endings, what might happen next □ Interactive Writing (different endings, what happens next…) □ Predict 3 things that might happen next □ Text Connections (text-text, text-self, text-world)	□ Fluency practice (reading through a compound or complex sentence □ Text Structure (B, M, E., main ideas and details, compare/contrast, problem/solution, cause and effect, sequence) □ Genre structure □ Sentence structure/Book Language □ Sentence Variety □ Pattern of book □ Repetition of phrase(s) □ Linear vs non linear □ Book language (Keri said vs. said Keri)	□ Directionality □ One-to-One □ Punctuation □ Capital/Lower Case □ Sight Words □ Spaces □ Word vs Letter □ Fluency Practice (punctuation, reading in longer phrases) □ Author's Visual Craft (ellipses, comma, italics, bold, etc.) □ Concepts About Print

Reflection: (Teacher)

Personal Goal: (Teacher)

Feedback: