

# Learn the Secrets of Shared Reading with The K-Crew!

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## \*Why do we use shared reading? (Objectives based on the TEKS)

- \*TLW listen responsively to stories and other texts read aloud
- \*TLW ask and answer relevant questions and make contributions in group activities
- \*TLW recognize that **print represents spoken language and conveys meaning**
- \*TLW know that **print moves left-to-right, top-to-bottom on a page**
- \*TLW understand that **written words are separated by spaces**
- \*TLW know the **difference between letters and words**
- \*TLW recognize how **readers use punctuation/capitalization to comprehend**
- \*TLW understand that **spoken words are represented in written language by specific sequences of letters**
- \*TLW recognize that **different parts of a book** such as cover, title page, and table of contents offer information
- \*TLW produce rhyming words and distinguish rhyming words from non-rhyming words
- \*TLW understand that **written words are composed of letters that represent sounds**
- \*TLW learn and **apply letter-sound correspondences** to begin to read
- \*TLW **use prior knowledge to anticipate meaning and make sense of texts**
- \*TLW listen to stories being read aloud
- \*TLW **participate actively when predictable and patterned text are read aloud**
- \*TLW **describe how illustration contribute to the text**
- \*TLW distinguish fiction from nonfiction
- \*TLW understand literary terms by distinguishing the roles of author and illustrator

## Just by utilizing shared reading, your class can...

### develop:

- \*comprehension skills
- \*story line/story elements
- \*print concepts
- \*use of 3 cueing sources
- \*prediction & inference skills
- \*“good reader” strategies
- \*knowledge about punctuation usage
- \*monitoring/self-correction skills

### recognize:

- \*high frequency words
- \*known phonics
- \*punctuation marks
- \*capital/lowercase letters
- \*word chunks, blends, digraphs, endings, families (onset and rime)

## \*What is shared reading?

Shared reading is a method used by teachers to **model and explicitly teach** the process, strategies, concepts and mechanics of reading. The teacher does this by **focusing attention on the print and modeling early reading behaviors** (left to right directionality and voice-print matching). **Students join the teacher** in reading and rereading a specific text (big book, poem, language chart, song chart, etc.). The text is usually repetitive, patterned, and/or predictable creating a risk-free environment which aids students in “reading” along. Shared reading allows the child to absorb everything he needs to know about reading concepts without actually having to read independently.

## \*How do you teach a shared reading lesson?

A shared reading lesson is really made up of 4-5 mini-lessons taught over the period of a week.

**Day 1:** Make **predictions** using the front/back cover, introduce book, title, author, and illustrator, and then read for **enjoyment!**

**Day 2:** Reread the book with the children; focus their attention on **new vocabulary**.

**Day 3:** Reread the book with the children; focus on **print conventions**.

**Day 4:** Reread the book with the children, experimenting with intonation and expression, focus on same/further **print conventions** or language targets.

**Day 5:** Reread and **respond** (responses can be oral, written, or visual).

**\*How do you choose a shared reading text?**

**Consider...**

**Print:**

Is it large enough for all students to see clearly?

Is the text clear or cluttered?

Where is the text?

**Participation:**

Will students enjoy reading this text for several days?

Is it “catchy” in some way, using predictable patterns, repetition, and/or rhyme?

**Length:**

How many pages are in the book?

How many lines on each page?

**Vocabulary/Book Language:**

Does the text contain words too easy or too difficult for the age group?

Do the words appeal to the age group?

**Illustrations:**

Do the illustrations depict the text?

# \*What can you teach through shared reading?

**Concepts of Print:**

**Books:**

- \*book handling
- \*front/back cover
- \*title, author, illustrator
- \*title page, dedication page

**Text:**

- \*where to begin reading
- \*directionality (left to right, top to bottom)
- \*return sweep
- \*print contains meaning
- \*distinguishing: words, spaces, letters
- \*voice-print match
- \*distinguishing: lowercase, capital letters
- \*punctuation marks and functions
- \*text style (boldness, size, font, color, accentuation, tables, speech bubbles, clouds, etc.)
- \*text layout (spiral, straight, wavy, etc.)
- \*beginning and ending (sentence/word)

**Phonics/Language:**

- \*sound-symbol association
- \*word chunks, blends, digraphs, endings, families (onset and rime)
- \*spelling
- \*vocabulary
- \*comprehension skills
- \*story line/story elements
- \*parts of speech (noun, verb, adverb, adjective,)

**Reading Strategies:**

- \*prediction & inference skills
- \*monitoring/self-correction skills
- \*“good reader” strategies
- \*knowledge about punctuation usage

**Cueing Sources:**

Meaning: Does it make sense?  
 Visual: Does it look right?  
 Syntax: Does it sound right?

**High Frequency Words:**

**Emergent Reader Word List:**

I	a	is	in	am	can	to	come	like	see	the	my	we	and	at	here	on	up
look	go	it	you	can	do	he	no	no	an	so	me						

**Ohio Word Test-1<sup>st</sup> Grade List:**

pretty	has	down	where	after	let	here	am	there
over	little	did	what	then	one	like	could	yes
in	ran	it	said	her	find	we	they	live
away	are	no	put	look	do	who	then	play
again	give	saw	now	this	some	with	make	walk

# \*In what order should these concepts be taught?

## Beginning

### Book Concepts:

- \*book handling
- \*front/back cover
- \*title, author, illustrator
- \*title page

### Text Concepts:

- \*where to begin reading
- \*directionality
- \*return sweep
- \*print contains meaning
- \*beginning and ending
- \*punctuation marks and functions (focus on period only)

### Language:

- \*vocabulary
- \*comprehension skills

### Suggested High Frequency Words:

I a is to like  
see the and it can

## Middle

*Continue teaching beginning concepts until mastered, adding:*

### Text Concepts:

- \*distinguishing words, spaces, letters
- \*voice print match
- \*punctuation marks and functions (focus on exclamation point, question mark, comma)

### Phonics/Language:

- \*sound-symbol association
- \*spelling
- \*parts of speech (noun, verb)

### Reading Strategies/Cueing Sources:

- \*prediction and inference skills

### Suggested High Frequency Words:

in am at on you  
me we my he she  
see look

## End

*Continue teaching beginning and middle concepts until mastered, adding:*

### Text Concepts:

- \*text style and layout
- \*punctuation marks and functions (quotation marks, hyphens, apostrophe, ellipses)

### Phonics/Language:

- \*word chunks, blends, digraphs
- \*endings, word families (onset and rime)
- \*parts of speech (adjective, adverb)
- \*story elements

### Reading Strategies/Cueing Sources:

- \*monitoring/self correction skills
- \*"good reader" strategies
- \*knowledge about punctuation usage

### Suggested High Frequency Words:

here said who what where  
how why

**\*What are some different ways students can respond to the shared reading text?**

**Oral Responses**      Discussion (favorite parts, words, characters, story line, etc.)

**Written Responses\***

Graphing

Language experience charts

Class-made Books

**Illustrative Responses\***

Murals

Sculptures

Painting

Drawing

**Dramatic Responses**

“Be the words”

Reenacting the story

**\*Written and illustrative responses are often paired together**