L.I.F.T.
LITERACY INSTRUCTION FOR TEACHERS – Facilitators’ Workshops
January 2005

SHARED READING

PARTICIPANTS’ HANDBOOK MODULE 3
SHAREAD READING

> 3.1 MODULE 3 OVERVIEW

MODULE 3 OVERVIEW: SHARED READING
> Introduction to Shared Reading
> Key features and benefits of shared reading
> Shared reading and English Language learners
> Steps in conducting shared reading
> The teacher’s role in shared reading

> NOTES
3.2 FIVE TEACHING STRATEGIES FOR READING

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1. Report on your experience in conducting Shared Reading.

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3.3 KEY FEATURES AND BENEFITS OF SHARED READING

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<tr>
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<tbody>
<tr>
<td>Shared reading:</td>
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<tr>
<td>&gt; a teaching strategy that promotes reading for enjoyment in a supportive environment</td>
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<tr>
<td>&gt; a teaching strategy through which reading strategies can be modelled</td>
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<tr>
<td>&gt; a teaching strategy through which pupils learn and develop the skills, strategies, and confidence they need in order to participate in supported and independent reading</td>
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<tr>
<td>&gt; an opportunity to teach and reinforce knowledge of the alphabet, conventions of print, sight vocabulary, and phonics and phonological awareness in a meaningful context</td>
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<td>&gt; an interactive reading experience</td>
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> NOTES
3.4 SHARED READING AND ENGLISH LANGUAGE LEARNERS

Shared reading supports English Language learners by:

- modelling the conventions of spoken English within an authentic context;
- enabling them to construct their own meaning from the illustrations and shared reading of the text;
- increasing their exposure to a wide variety of text types and vocabulary;
- developing their awareness of visual and phonological information in English;
- providing a secure learning environment for them to join in (chime in) and share a reading experience; and
- developing positive attitudes towards learning to read in English.

NOTES
3.5 STEPS IN CONDUCTING SHARED READING

**STEPS IN CONDUCTING SHARED READING**

1. The teacher decides on a purpose and a text that is relevant to the needs and interests of the class.

2. The teacher introduces the text to the class, reads it aloud, and may use a pointer to help pupils follow the text.
   - Discussion takes place before, during, and after the reading.
   - The same book can be reread over several days with different activities before, during, and after reading.
   - The teacher models and teaches relevant reading strategies.
   - The teacher uses the pupils’ reactions and responses as a way of assessing their fluency and their understanding or use of the strategies being taught.

3. The teacher evaluates each lesson and sets objectives for the next lesson.

> NOTES
3.6 STEPS IN CONDUCTING SHARED READING: CHOOSING THE TEXT

Choose texts that offer:

- bright energetic illustrations that support the text;
- strong storylines or topics with predictable language;
- a variety of fiction and non-fiction text types; and
- appropriate teaching opportunities.

> NOTES

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3.7 STEPS IN CONDUCTING SHARED READING: CHOOSING A PURPOSE

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<tr>
<th>STEPS IN CONDUCTING SHARED READING: CHOOSING A PURPOSE</th>
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<tbody>
<tr>
<td>&gt; An instructional purpose for Emergent readers could include:</td>
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<tr>
<td>• exposure to a variety of text types;</td>
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<tr>
<td>• developing concepts about print; and</td>
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<tr>
<td>• developing phonological awareness.</td>
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<tr>
<td>&gt; An instructional purpose for Early readers could include:</td>
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<tr>
<td>• developing the ability to cross-check one source of information with another;</td>
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<tr>
<td>• developing the ability to draw inferences from picture cues; and</td>
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<tr>
<td>• looking more closely at print and relying less on picture cues.</td>
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<tr>
<td>&gt; An instructional purpose for Early Fluency readers could include:</td>
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<tr>
<td>• reading expressively with appropriate phrasing on longer texts;</td>
</tr>
<tr>
<td>• reading a variety of print styles and layouts; and</td>
</tr>
<tr>
<td>• reading a variety of text types for different purposes.</td>
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> NOTES
WORKSHOPS

1. Match the purposes with the reading skills in *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004).
2. Identify the reading levels of pupils.

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> **3.7a PHONICS AND PHONOLOGICAL AWARENESS**

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<tr>
<th>PHONICS AND PHONOLOGICAL AWARENESS</th>
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<tr>
<td>Phonics is one way of teaching reading. It includes the teaching of the basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.</td>
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<tr>
<td>A phoneme is the smallest unit of speech sound that is represented by the letter or letters of the alphabet, e.g. sh, i, g in ‘ship’.</td>
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<tr>
<td>Phonemic awareness is the understanding that words are sequence of phonemes (i.e. the smallest unit of speech sounds), e.g. c, l, e, a, n → clean.</td>
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<tr>
<td>Phonological awareness is the understanding of the relationships between letters and combinations of letters and their sounds or sound units. It is the knowledge about phonemes, onsets and rimes, and syllables.</td>
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<tr>
<td>An onset is the opening unit of a word or syllable that comes before the vowel sound, e.g. cat. Words with the same onset are alliterative.</td>
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<tr>
<td>A rime is the ending unit of a word or syllable that includes the vowel and the following consonant sounds, e.g. cat. Words with the same rime rhyme.</td>
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<tr>
<td>A syllable is a chunk of sounds. It contains a single vowel sound or a group of sounds with only one vowel sound. It can be part of a word that contains a single vowel sound that is pronounced as a unit, e.g. there is one syllable in ‘book’ and there are two syllables in ‘reading’.</td>
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*Phonics in Action: Facilitator’s Guide. (EMB, 2002) pages 140-141*

> **NOTES**

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3.8 STEPS IN CONDUCTING SHARED READING: INTRODUCING THE TEXT

> Share the purpose for reading the text with the pupils.
> Introduce the title, author, illustrator or photographer details on the cover.
> Encourage some discussion to relate the ideas in the text to the pupils' prior knowledge and experiences.
> Use careful questioning to encourage predictions about the text.

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> 3.9 STEPS IN CONDUCTING SHARED READING: READING THE TEXT

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<tr>
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<tr>
<td>&gt; The teacher leads the reading of the text.</td>
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<tr>
<td>&gt; Pupils are invited to join in the first and subsequent readings.</td>
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<tr>
<td>&gt; The teacher models the use of reading strategies.</td>
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<tr>
<td>&gt; Specific features of the text are highlighted.</td>
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<tr>
<td>&gt; The teacher engages the pupils by encouraging them to formulate their own questions and make brief responses to questions about the text.</td>
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> NOTES

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3.10 STEPS IN CONDUCTING SHARED READING: FOLLOW-UP

Follow-up activities may include:

- reading along to an audio-taped version of the book;
- the teacher conducting a shared writing lesson;
- innovating on the text to make a class big book;
- combining art and writing to make a wall story;
- using a cut-up version of the text to resequence the story; and
- independent writing about the book.

> NOTES

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View and discuss the video clips on *Greedy Cat is Hungry*.

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<th>GUIDING QUESTIONS</th>
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<tr>
<td>How does the teacher introduce the text?</td>
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<tr>
<td>What is the teacher’s role in shared reading?</td>
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<tr>
<td>What is the pupil’s role in shared reading?</td>
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<tr>
<td>What skills and strategies does the teacher help her pupils develop?</td>
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3.11 THE TEACHER’S ROLE IN SHARED READING

In shared reading, the teacher supports English Language learning by:

- demonstrating fluent reading;
- encouraging the pupils to interact with each other in English as well as with the text;
- focusing on meaning and pronunciation;
- pointing out conventions of print and specific vocabulary;
- observing pupils’ reactions to the text;
- using careful questioning to check and extend learning; and
- providing support as the pupils learn to read a new text in English.

> NOTES
1. Take one big book and try out shared reading in small groups.

2. Discuss your roles in conducting shared reading. Suggest other roles you have.

> NOTES
> 3.12 SUMMARY OF SHARED READING

| Shared reading:                                                                 |
| > is a powerful teaching strategy that can be used for many different purposes; |
| > requires texts that are enlarged so that all readers can see the words clearly;|
| > can be used with pupils at all levels;                                       |
| > gives pupils the modelling and instruction they need to be able to move towards independence in reading; and |
| > is an essential component of Reading Workshops.                             |

> NOTES

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