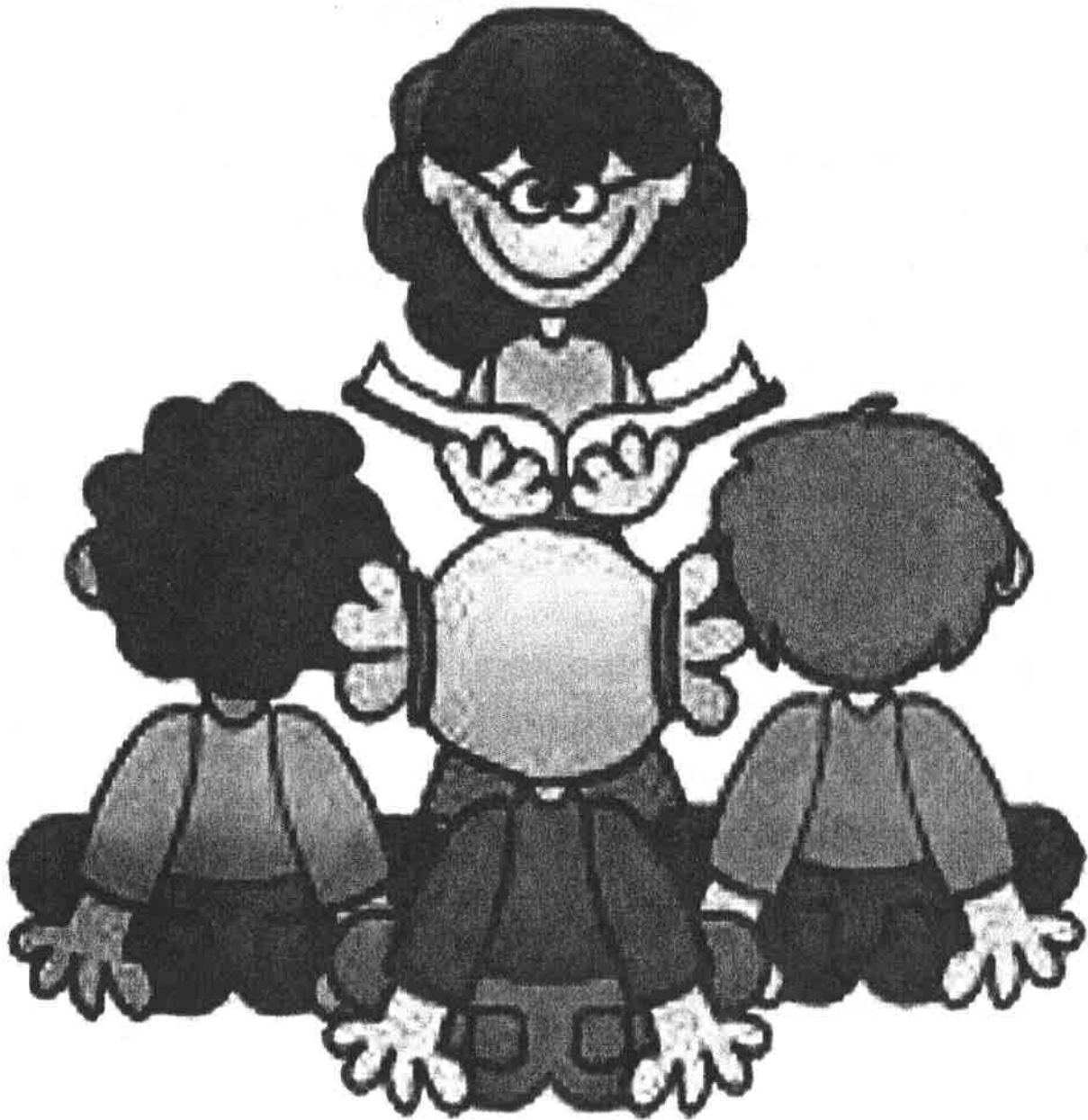


Shared Reading in PreK – 3rd Grade: Building Independent Readers through a Gradual Release of Responsibility

Presented by Rick DuVall, Ph.D.

www.drrickduvall.com

www.drrickduvall.blogspot.com



How to Make This Workshop a Terrific Success

- 1. Relax...** This workshop will be active, enjoyable, and well worth your time!
- 2. Socialize...** Sit next to someone whom you don't know very well or at all. A wealth of knowledge and experience is represented in this room. Learn from each other. One of the benefits of this workshop is that individuals like yourself (with at least one like interest) have been brought together for a period of time. Take full advantage of it. It is a good idea to talk to others during breaks and maximize your contacts.
- 3. Take care of yourself...** If you need to stand up, or move around, or go to the corridor, or go to the restroom, or get something to eat or drink, do it.
- 4. This workshop could be one of the most valuable...** difference-making things you do this year. Give it a chance; apply yourself. What you may gain is greater job satisfaction, fun, knowledge, experience, and a lot of valuable skills.
- 5. Write down good ideas...**and things you want to remember from the workshop. Draw bright, eye-catching illustrations or symbols on your notes. This will help reinforce your learning and help you recall the material later. The memory is rarely as faithful as the enthusiasm of the moment.
- 6. Do your very best to leave your domestic concerns at home...**Turn cell phones off. Use the 500-mile rule: if this workshop were 500 miles from home and work, would you make that same phone call?
- 7. Follow directions please...**If they're unclear, ask (or at least look very confused!).
- 8. Your presenter can only be responsible for your concerns...**to the extent that you share them. If this program is not meeting your needs, talk to Rick at the breaks or lunch.
- 9. Make a commitment to review what you learn...**Share your "major learnings" with someone who can support you, such as your fellow teachers and your administrator. Take out your calendar and make a one hour appointment with yourself a month from now to "retake" the workshop. Don't put your good ideas away with your notes.
- 10. Enjoy yourself...**Open up to the process . . . and now, let's get started!



Rick DuVall, Ph.D.

Action Plan

Name _____ Topic _____

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X Y	Z

Demonstration

Read Aloud: Read to me!

- Parent and Child or Whole Group in a classroom situation
- Builds Oral Language and Vocabulary at Listening Level
- Extends Imagination and Attention Span
- Models Fluent Reading
- Builds Comprehension Skills
- Encourages Love of Reading

Shared Demonstration

Shared Reading: Read With me!

- Whole Group
- Builds Background and Vocabulary
- Develops Ability to Predict and Clarify
- Models Reading Process and Comprehension Strategies
- Encourages Participation and Engagement
- Provides Supportive Environment for Learning to Read

Guided Practice

Guided Reading: Help me read!

- Small Group Instruction
- Uses Instructional Level Text
- Creates Problem - solving Opportunities
- Provides Differentiated Instruction
- Provides Scaffold Support

Monitoring for Meaning

Go back and look at the pictures

Ask questions

Read Carefully

Reread: check names, try to follow

Sometimes we need to understand a particular word

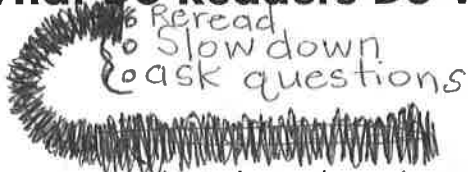
Decide how to read different parts so it still makes sense

Take notice of the writing (fonts)

Think about what you already know

Talk about new information

What Do Readers Do When Reading a Difficult Text?



- o What does that mean?
- o Why did that happen?
- o What does the author want me to know or understand?

Talk to ourselves about what is going on

Make brief notes (especially 2nd & 3rd with nonfiction texts)

How Do You Know When You're Not Understanding What You're Reading?

What Has Happened?	How Do You Fix It?
I lost my place.	Go back and <u>reread</u> .
I get to the end of the page, and I don't know what I read.	Go back to the top of the page and <u>reread</u> .
I don't know who is talking.	Think about the <u>Characters</u> and what is happening – who could be saying it – then reread with that character in mind.

4-Step Lesson Plan

1. Warming Up
2. Read the Big Book
3. Read It Again
4. Talk about It

Step One: Warming Up

1. Student volunteer selects a familiar poem from the poetry box.
2. Teacher leads students in an interactive reading of the poem.
3. Student volunteer selects a familiar big book from the Big Book Work Station.
4. Teacher leads students in an interactive reading of the big book.

Step Two: Read the Big Book (New Book for the week)

1. Build Background Knowledge
2. Introduce Book (Title and Cover)
3. First Reading
 - point to illustrations
 - stop once or twice for predictions
 - discuss story after reading (what happened and favorite parts)

Step Three: Read it Again

Pointing to the words, invite students to become more involved in the reading by

- Reading Chorally
- Using movement
- Using rhythm
- dramatizing the story

This is meant to

- **Help students internalize the** vocabulary **and story** structure
- **Enhance students'** comprehension
- **Enhance students' reading** fluency
- **Provide students with more** listening **experience**
- **Allow students to participate in the reading using the** cloze **technique**

Types of Reproductions

- (copying text - late in the week of following week in work stations - after familiar with book)
- Big Book
 - Accordion Book
 - Roller Story
 - Transparency Story
 - Character Cut-Outs
 - Wall Stories

Innovations

- [After reading the story - What if this story were the same, except...]
- Basic Sentence Structure or language pattern retained
 - Character, Setting or Theme Changes
 - Enriches
 - Story Structure
 -
 - Writing process

Shared Reading with Early Fluent Readers

- **Day One:** read to students using enlarged text; discuss the selection; Choral read
- **Day Two:** read with students; discuss Vocabulary; students illustrate own copy of selection; students practice independently
- **Day Three:** read with students, with emphasis on dynamics, phrasing, tempo, voice, and action; discuss concepts of print; partner read; take selection home as homework
- **Day Four:** chorally read; highlight concepts of print; partner and independent practice
- **Day Five:** reproduce or innovate the selection

Preparing the Classroom

Whole Group Space

- Large enough for the entire class to sit comfortably
- Ample room to move during participation activities
- Leave some space around the easel so that children may come up to find patterns, vocabulary, etc.

Time

- 10 - 30 minutes depending on (rarely more than 20)
 - The length of the book
 - skills instruction
 - Comprehension lessons

Materials

- Big Books
- Enlarged texts of songs and poems (3 or 4 weeks worth)
- Overhead transparencies of text
- Easel
- Pointers (paint sticks, wooden spoons, dollar tree wands, ~~etc~~, chopsticks)
- Wikki Sticks, Highlighter Tape, Chart Paper, Markers, White Cover-Up Tape

Independent Work and Work Stations

Extending Shared Reading	Extending Other Classroom Learning

Listening Work Station

- Books with tapes or CD's [^{my voice}books I've read aloud with them]
- Blank tapes for self-recording
- Fluency practice

Pocket Chart Work Station

- ~~Word~~ Sequencing Book and Poems
- Matching
- Word and Sentence Building

Music and Drama Work Station

- retelling
- props
- Clothing
- books

Writing Work Station

- Extensions from Shared Reading
- Authentic Writing
- Writing Folders
- Word Charts
- Publishing Supplies

Write the Room Work Station (combine with Read the word station)

- Words
- Charts
- posters
- Wall Stories
- clip boards
- Special paper and pencils

Spelling Work Station

- Practice high frequency words, content words, etc
- hands-on
- partner testing

Preschoolers' Reading Skills Benefit from One Modest Change by Teachers

Science Daily (Apr. 17, 2012) — A small change in how teachers and parents read aloud to preschoolers may provide a big boost to their reading skills later on, a new study found

That small change involves making specific references to print in books while reading to children -- such as pointing out letters and words on the pages, showing capital letters, and showing how you read from left to right and top to bottom on the page.

Preschool children whose teachers used print references during storybook reading showed more advanced reading skills one and even two years later when compared to children whose teachers did not use such references. This is the first study to show causal links between referencing print and later literacy achievement.

"Using print references during reading was just a slight tweak to what teachers were already doing in the classroom, but it led to a sizeable improvement in reading for kids," said Shayne Piasta, co-author of the study and assistant professor of teaching and learning at Ohio State University.

"This would be a very manageable change for most preschool teachers, who already are doing storybook reading in class."

Piasta conducted the study with lead investigator Laura Justice, professor of teaching and learning at Ohio State, as well as co-investigators Anita McGinty of the University of Virginia and Joan Kaderavek of the University of Toledo.

Their results appear in the April 2012 issue of the journal *Child Development*.

The study is part of Project STAR (Sit Together And Read), a randomized clinical trial based at Ohio State to test the short- and long-term impacts associated with reading regularly to preschool children in the classroom.

The study involved more than 300 children in 85 classrooms who participated in a 30-week shared reading program. As a group, the children came from low-income homes, started with below-average language skills and were at substantial risk for later reading difficulties.

The children were separated into three groups: high-dose STAR (four reading sessions per week), low-dose STAR (two reading sessions per week) and a third comparison group who also had four reading sessions per week. All teachers in the three groups read the same 30 books to their students.

Professional Resources

Building Independent Readers with Interactive Read-Alouds & Shared Reading by Valorie Falco and Rochelle P. Soloway. New York, NY: Scholastic. 2011.

Comprehension from the Ground Up by Sharon Taberski. Portsmouth, NH: Heinemann. 2011.

Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension by Valerie Ellery. Newark, DE: International Reading Association. 2009.

On Solid Ground: Strategies for Teaching Reading K – 3 by Sharon Taberski. Portsmouth, NH: Heinemann. 2000.

Reading Essentials by Regie Routman. Portsmouth, NH: Heinemann. 2003.

Reading with Meaning: Teaching Comprehension in the Primary Grades by Debbie Miller. Portland, Maine: Stenhouse. 2002.

Spotlight on Comprehension: Building a Literacy of Thoughtfulness by Linda Hoyt. Portsmouth, NH: Heinemann. 2005.

Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis. Portland, Maine: Stenhouse. 2007.

Teaching Essentials by Regie Routman. Portsmouth, NH: Heinemann. 2008.

Teaching for Comprehending and Fluency by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. 2006.