TN Department of Education

Read to be Ready Coaching Network

Winter Convening

Module 3: Selecting Texts for Shared Reading

Objectives

- Understand the criteria for shared reading text selection
- Review expectations for text complexity in grades K–3
- Practice analyzing texts for shared reading at various complexity levels
- Identify traits of high-quality and content-rich shared reading texts
- Make connections to past learning

Link to Tennessee Academic Standards

- Shared reading lessons focus on the explicit teaching of **Foundational Literacy** and **Reading** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through questioning, discussion, and tasks.
- This module also looks at how to teach content area standards, including **Science** and **Social Studies**, through shared reading lessons.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- **Teacher Knowledge of Students**
  - Teacher practices display understanding of each student's anticipated learning difficulties.
  - Teacher practices regularly incorporate student interests and cultural heritage.
  - Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Selecting Texts for Shared Reading

- When selecting texts for shared reading, certain criteria should be considered.
- Read the criteria list and guiding questions printed in your manual on page 38. Highlight or underline key ideas.
- Discuss the following questions **with a partner**:
  - Which criteria do you and your teachers already think about consistently?
  - Which criteria should you and your teachers try to think about more?

Example: Selecting Texts for Shared Reading

- Watch this teacher explain why she selected a particular text for shared reading.
- Reflect on the questions in your manual **independently**.

Grade Level Text Complexity Expectations

- Review the information printed in your manual about text complexity expectations.
- Then, discuss the following questions **with a number partner**:
  - According to the standards, what kinds of texts should students be reading at different grade levels?
  - What is the key difference in text complexity expectations for grades K–1 and grades 2–3, according to the standards?
  - Given what you know about the importance of text complexity, why is this standard important for students' reading achievement?

Shared Reading in K-1 and 2-3

- The Tennessee Academic Standards present different expectations for the K-1 grade band and the 2-3 grade band.
- Let's take a closer look at K-1 expectations first.

Texts Illustrating the Complexity, Quality, and Range of Student Reading in Grades K-1

- Review the list of exemplar texts provided in your manual.
- Consider the following quote:
  - *Children at the kindergarten and Grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their world knowledge. Many of the titles listed above are meant to supplement carefully structured* ***independent reading*** *with books to* ***read along*** *with a teacher or that are* ***read aloud*** *to students to* ***build knowledge*** *and* ***cultivate a joy in reading****.*

What is Appropriate Complexity for Grades K-1?

- In a **group of three**, review the sample K-1 text excerpts provided. Then, complete the chart printed in your manual.

Grade Level	What are consistent traits of these exemplar texts?	How do these texts support students' reading development?	How do these texts align with K-1 ELA standards?
Kindergarten			
Grade 1			

Reading Aloud, Reading Along, and Independent Reading in K-1

- **Students in grades K-1 benefit from a range of engaging and supportive reading experiences.**

- With **your group of three**. Review the chart in your manual, and analyze the examples provided.
- Then, discuss the following questions:
  - What are the most important distinctions between these various text types?
  - Why is engagement with all of these text types important for students and their reading development?
- Break for the day

Sample Shared Reading Texts for K-1

- Review the various text types printed in your manual.
- Then, **Stand Up Hand Up Pair Up**, and discuss the following questions:
  - What are the differences between these text types?
  - Why is engaging young readers with various text types important for their literacy development?

Example: Shared Reading Text for Emerging Readers

- Read the text *I Like My Community!*
- Review the text analysis guide on the following page.
- Then, discuss the following question **with a <u>new</u> partner**:
  - How did reading the analysis guide help you to think more deeply about the text?

Adapting Shared Reading Texts for Emerging Readers

- Review the adapted version of *I Like My Community* printed in your manual (titled *My Community*).
- Then, discuss the following questions **with a partner**:
  - How did the teacher adapt the original text?
  - Is the adapted text more or less rigorous? How?
  - What additional standards can the teacher bring into her instruction, based on the adaptations made?

Practice: Shared Reading Text Analysis

- Read the text *I Want to See America*.
- In a **group of three**, collaboratively complete the blank text analysis guide printed in your manual.
  - 1 person completes the **qualitative complexity** section (*rubric is in the appendix section of your manual*)
  - 1 person completes the **Reading standards** and **Content standards** section (*Social Studies standards are printed in the manual; Reading standards are in a separate booklet*)
  - 1 person completes the **Foundational standards** section (*Foundational Literacy standards are in a separate booklet*)
- Then, complete the **Reader and Task** section together

Example: Shared Reading Text Analysis

- There are two sample text analysis guides for Grade 1:
  - *In the Small, Small Pond*
  - *Owl at Home*
- Choose one guide to read. As you read, use the following annotations:

√ = This is a strong or interesting connection!

? = I have a question about this.

+ = I would add more to this section.

☺ = This makes me think of my students/teachers.

TEAM Connection: Expectations

- When teachers take into account the content and complexities of the texts they will use and make thoughtful decisions about tasks that will be both rigorous and appropriate for students, teachers are better able to **optimize instructional time, teach more material**, and **demand better performance from every student**.

Synthesis: Selecting and Analyzing Texts for K-1 Readers

- **Independently**, complete the **3-2-1 Reflection** guide printed in your manual.

3	What are **three important ideas** when selecting and analyzing texts for K-1 readers?
2	What are **two new** pieces of information or insight that you **learned** about selecting and analyzing texts for K-1 readers?
1	What is **one question** you still have about selecting and analyzing texts for K-1 readers?

Texts Illustrating the Complexity, Quality, and Range of Student Reading for Grades 2-3

- Review the list of exemplar texts printed in your manual.
- Note if teachers in your schools have used or will use any of the texts listed.

What is Appropriate Complexity for Grades 2-3?

- In a **group of three**, review the sample grades 2-3 text excerpts provided. Then, complete the following chart:

Grade Level	What are consistent traits of these exemplar texts?	How do these texts support students' reading development?	How do these texts align with Grades 2-3 ELA standards?
Literary			
Informational			

Break Time

- Let’s take a 15 minute break. We will start promptly at 10:15.

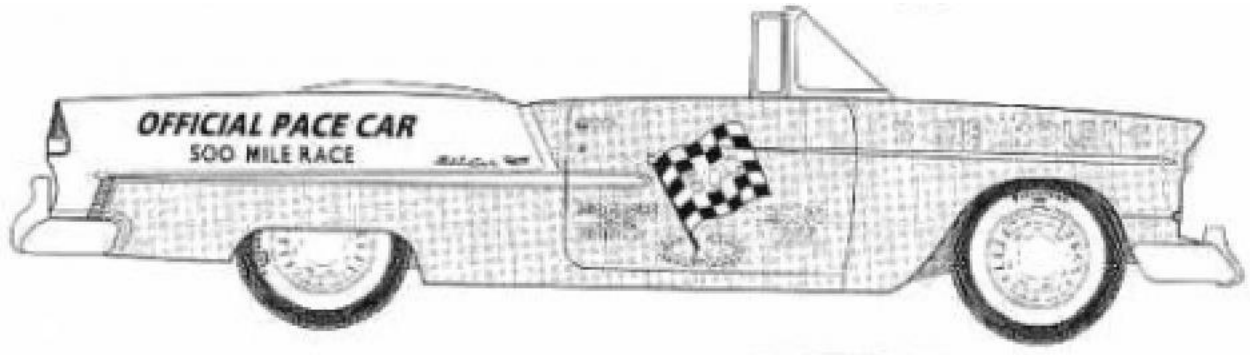
Timing Text Selection in Grades 2-3

- Students' reading abilities develop dramatically as they progress through grades 2 and 3. Teachers should **thoughtfully select** texts that represent grade level complexity and align with students' development and readiness.
- **The "high end" of the complexity band for these grade levels may look different at different points in the year**, with more texts coming from the 500-600 Lexile range in the beginning of the year, and from the 700-800 Lexile range toward the end of the year.

Tennessee Grade Band	The Lexile Framework®	ATOS	Degrees of Reading Power®	SourceRater	Reading Maturity	Flesch-Kincaid[8]
2nd – 3rd	420 – 820	2.75 – 5.14	42 – 54	0.05 – 2.48	3.53 – 6.13	1.98 – 5.34

Timing Text Selection in Grades 2-3

- Consider the analogy of a pace car. **Shared reading selections should push students as readers but, with support, still allow them to keep up.**



  - Discuss this question **with a partner**: Consider the text samples you just reviewed. Which texts might be better suited for different points in the year, given their complexity and students' readiness?

Example: Shared Reading Text Analysis

- **Independently** review the text analysis guides for the informational text *Starfish* **or** the poem *Knoxville, Tennessee.*
- Use the following annotations:

√ = This is a strong or interesting connection!

? = I have a question about this.

+ = I would add more to this section.

☺ = This makes me think of my students/teachers.

Example: Shared Reading Text Analysis

- **Stand Up Hand Up Pair Up**, and discuss the following questions:
  - How do these two texts represent different complexity measures?
  - How do these two texts support different types of student thinking and learning?

Practice: Shared Reading Text Analysis

- Form a **group of three.** Choose one of the following texts: *Where Do Polar Bears Live?* (informational).
- Then, work together to complete the text analysis guide.
  - One person completes the **qualitative complexity** section *(rubric is in the appendix)*
  - One person completes the **Reading and Content Standards** section *(Reading standards are in a separate booklet and Science standards are on the following pages in your manual)*
  - One person completes the **Foundational Standards** section *(standards are in a separate booklet)*
- As a group, complete the **Reader and Task** section.

Synthesis: Selecting and Analyzing Texts for Grades 2-3

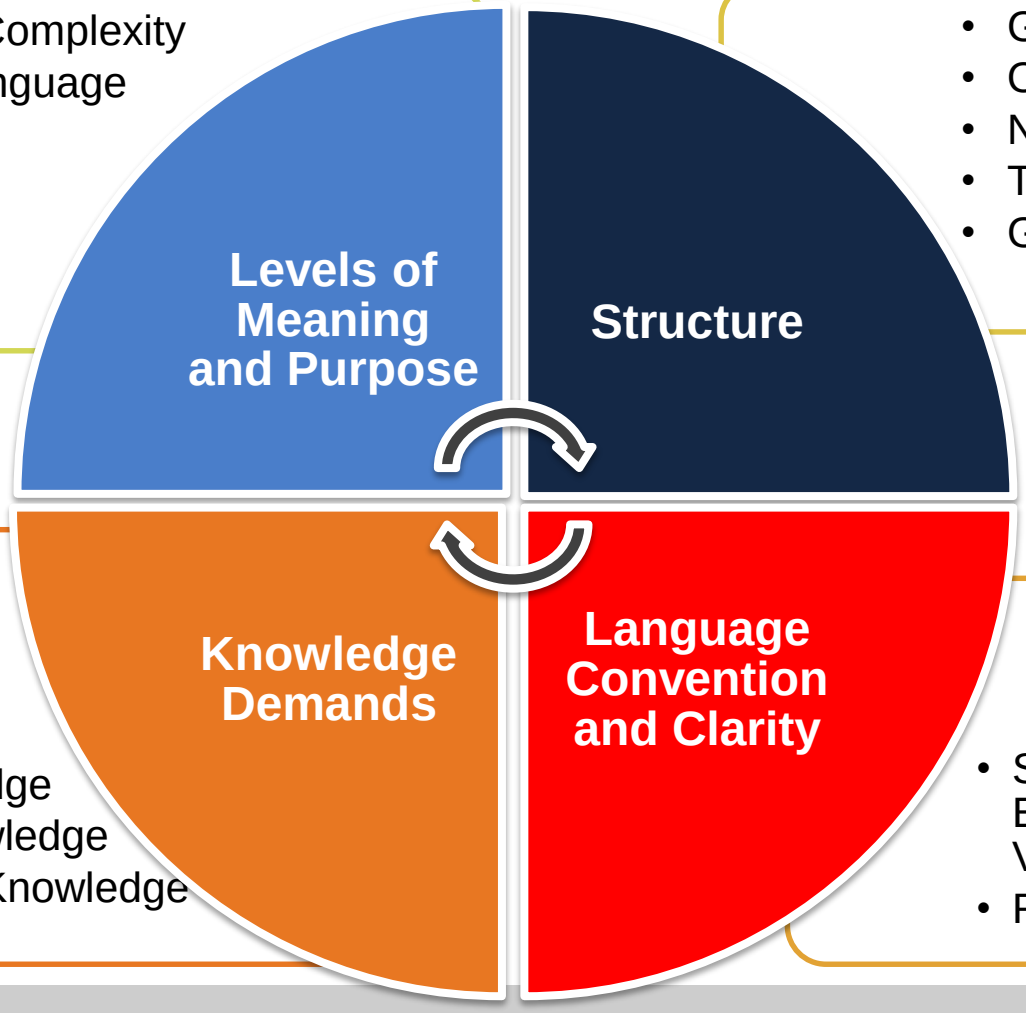
- **Independently**, complete the **reflection guide** printed in your manual.

What did you **already know** about selecting and analyzing texts for grades 2-3? ←	What did you **learn** about selecting and analyzing texts for grades 2-3? ↓	What else do you **want or need to know** about selecting and analyzing texts for grades 2-3? →

Qualitative Measures of Text Complexity

- Density and Complexity
- Figurative Language
- Purpose

- Genre
- Organization
- Narration
- Text Features
- Graphics



- Vocabulary
- Prior Knowledge
- Cultural Knowledge
- Background Knowledge

- Standard English and Variations
- Register

Pairing Complexity with Quality

- Review the traits of high-quality and content-rich texts printed in your manual.
- Then, discuss the following question **with a partner**:
  - Consider the example texts we have reviewed and discussed so far. Which traits of high-quality or content-rich texts can be found in those examples?

TEAM Connection: Motivating Students

- Utilizing texts that exemplify exceptional craft, present useful information, and are interesting and enjoyable to read can present opportunities for teachers to develop learning experiences where **inquiry, curiosity**, and **exploration** are valued.

Incorporating Shared Reading into Text Sets

- Text Sets:
  - build knowledge around a concept within the unit;
  - provide meaningful connections between texts;
  - are made of authentic, rich texts worthy of study;
  - include a range of text types (literary and informational) and genres;
  - include texts that represent various forms of complexity; and
  - include visual media, such as videos, maps, timelines, and other graphics or text features.

Shared Reading and Text Sets

- Read the information printed in your manual.
- Highlight or underline key ideas.
- **Number Off:** Find two other coaches who have the same **sticky-note number** as you.
- Then, discuss the following question:
  - How can shared reading fit within a larger literacy curriculum that engages students with diverse text types and builds knowledge?

Sample Text Sets

- Review the two sample text set outlines printed in your manual on pages 92-93.
- Then, consider the following questions:
  - How do these text sets enable students to experience a range of text variety, complexity, and length?
  - How do these text sets support students in the development of knowledge?

TEAM Connection: Instructional Plans

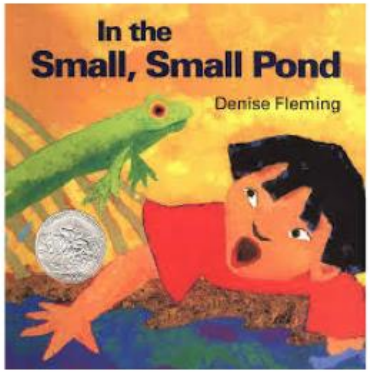
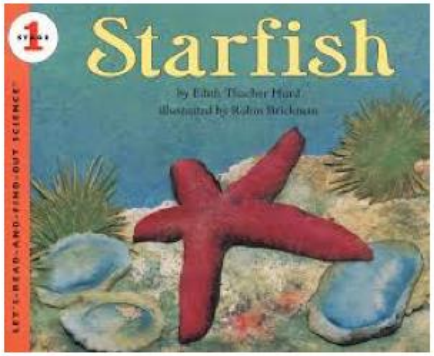
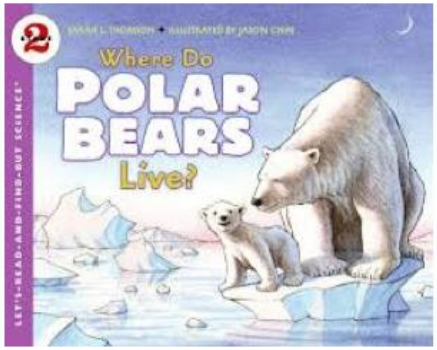
- The use of text sets supports teachers in creating instructional plans that generate activities, materials, and assessments that are **sequenced from basic to complex, build on prior student knowledge,** and **integrate other disciplines**.
- A well-crafted text set should provide opportunities to **build and deepen students' knowledge** of the concept, **analyze information** from a range of related sources, and spark further **interest** and **inquiry**.

Building Knowledge Across Grade Levels through Strategic Text Selection

- The example texts for this module were intentionally selected to demonstrate alignment to a single content area standard, and model how texts can be used to build and deepen knowledge across grade levels, according to the progression of the standard.
- Schools and districts may want to consider developing lessons or text sets with vertical collaboration to ensure text-based instruction aligns to the progression of the standards and builds student knowledge over time.

Building Knowledge Across Grade Levels through Strategic Text Selection

Life Science

Standard 5: Biodiversity and Change

Grade Level	Standard
Kindergarten	**GLE 0007.5.1** Compare the basic features of plants and animals.
First	**GLE 0107.5.1** Investigate how plants and animals can be grouped according to their habitats.
Second	**GLE 0207.5.1** Investigate the relationship between an animal's characteristics and the features of the environment where it lives.
Third	**GLE 0307.5.1** Explore the relationship between an organism's characteristics and its ability to survive in a particular environment.