



Read to be Ready Coaching Network

Winter Convening

The logo consists of a red square with the white letters 'TN' inside. Below the red square is a thin dark blue horizontal bar.

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Module 4: Planning Lessons for Shared Reading

Objectives

- Watch and reflect on a shared reading lesson
- Analyze exemplar shared reading lesson plans
- Create shared reading lessons that integrate standards and scaffold rigor across multiple reads

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
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem-Solving

A Guide to Planning Shared Reading Lessons

- Read the guide to planning shared reading lessons.
- Use the following key to annotate the guide.

✓ = This is a step my teachers and I already consistently take

✚ = This is a step we need to add more consistently to our planning

* = This step might be difficult for my teachers

? = I have a question about this step

- As we look through sample plans and additional resources, keep these steps in mind!

Structures for Supporting Shared Reading

- An important part of planning for shared reading is strategically including structures that support all students in accessing grade level text.
- **Independently** review the chart of support structures printed in your manual.
- Highlight or underline key information.

Structures for Supporting Shared Reading

- Discuss the following questions **with a partner**:
 - Reflect on the gradual release of responsibility instructional framework that was discussed in Module 2. Which of the structures listed in this chart provide higher teacher support? Which provide greater student ownership?
 - How could a teacher use structures from this chart to sequence readings and scaffold toward greater student ownership?
 - Think of different students and classrooms in your school. Consider their strengths and needs. Which structures are most appropriate for which students? Why?

Additional Structures for Supporting Text Access

- Review the chart printed in your manual.
- Choose two support structures you want to work on with your teachers.
- **Stand Up Hand Up Pair Up:** In your own words, describe the structures to your partner and explain why you want to work on them with your teachers.

Sample Approaches to Shared Reading Support

- Form a **group of three**.
- Have each member of your group choose one of the three scenarios printed in your manual.
- Read your scenario. Highlight and underline key information.
- Summarize your scenario to your group of three, including the following information:
 - What did analysis of the text indicate?
 - Given this analysis, and the teacher's knowledge of her students, what support structures did she use and why?

Practice: Approaches to Shared Reading Support

- Work with the **same group of three** to map out a potential approach to supporting students in accessing the text.
 - **Analysis of the text indicates...**most students can decode the text independently, but the text is very complex in its knowledge demands. (**Red and Green Tables**)
 - **Analysis of the text indicates...**the text has high quantitative complexity and is also qualitatively complex in terms of language conventionality. But, the text has low complexity in structure, knowledge demands, and levels of meaning. (**Blue and Orange Tables**)
 - **Analysis of the text indicates...**half of students can decode the text independently, but half will have difficulty understanding the text at the word level. The qualitative complexity is appropriate for all students, given their grade level and experiences. (**Purple and Pink Tables**)

Lesson Planning Resources

- Creating Questions for Deep Reading
- Think Aloud Planning
- Planning Rich, Authentic Tasks
- Additional Strategies for Shared Reading

Differentiation

- **Differentiated instruction is a teacher's proactive response to learner needs.**
- Differentiated instruction is guided by several factors, including environment, quality curriculum, assessment, and student variance
- When determining methods for differentiation, educators should consider the holistic needs of students, including:
 - **Learning profile:** a student's preferred approaches to learning
 - **Readiness:** a student's specific proximity to specified learning goals
 - **Interests:** a student's passions, affinities, and kinships that motivate learning

—Tomlinson, 2000, 2001

Differentiation

- Three specific methods for effectively differentiating instruction are:
 - Content
 - Process
 - Product
- Review the chart printed in your manual.
- Look out for more resources on differentiation.

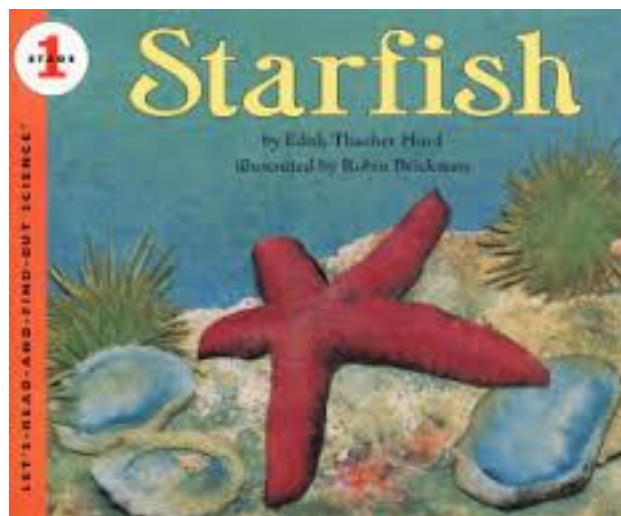
—Tomlinson, 2000 & 2001 and Hess, 2012

Balancing Differentiated Support with Productive Struggle

- Read the quotes printed in your manual.
- **Number Off:** Find your number printed on the wall.
- Then, discuss the following questions **with a partner:**
 - In your own words, what is “productive struggle”?
 - Why is productive struggle important for students and their learning?
 - What does a balance of productive struggle and differentiated support look like?

Example: Shared Reading Lesson Plan

- Review the completed lesson plan for *Starfish*.

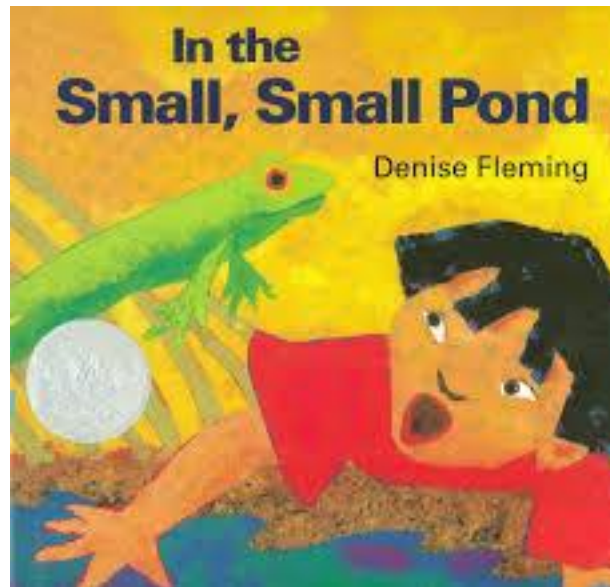


Watch: Shared Reading Lesson

- Watch a video of a second grade shared reading lesson using the text *Starfish*.
- Based on the video and the accompanying lesson plan and text analysis, **independently** reflect on the questions printed in your manual.

Example: Shared Reading Lesson Plan

- Review the completed lesson plan for *In the Small, Small Pond*.



In the Small, Small Pond Lesson Reflection

- Recall the shared reading video you watched earlier as well as the text analysis of the book *In the Small, Small Pond*.
- Considering all of those artifacts, respond to the following questions **with a partner**:
 - What were the teacher's goals for student learning for this lesson?
 - Which traits of effective shared reading instruction are apparent in this lesson?

Practice: Shared Reading Lesson Plan

- Think back to the text analysis you completed in Module 3:
 - *I Want to See America*
 - *Architects Design*
 - *Where Do Polar Bears Live?*
 - *Sarah the Seagull?*
- **Independently, with a partner, or with a trio**, create a lesson plan, using the template printed in your manual.

Shared Reading and Basal Texts

- Some shared reading passages from basal curricula are strong examples of high-quality and appropriately-complex texts.
- Other passages may not meet expectations for grade-level complexity or may not present enough traits of high-quality texts to merit students' time and attention.
- **Educators should analyze basal texts in the same way they would analyze trade books or other passages** and use their professional judgment about whether a text should be used or whether they should find an alternative passage.

Shared Reading and Basal Texts

- Consider the strengths and gaps in your basal curriculum.
- **Independently** review the **Reflect and Act Chart** printed in your manual and make notes about which action steps you can take to strengthen basal-based shared reading instruction.

Shared Reading: Synthesis

- Revisit the chart from Module 2. With your group of three, make final additions and updates.

What we Know or Have Learned about Shared Reading and Why it is Important	Questions we Still Have about Shared Reading

- Determine which questions still need answers. Record those questions on a sticky note and give them to your facilitator.

Shared Reading: Synthesis

- **Independently**, make a list of the top five ideas about shared reading you want to make sure to communicate with the teachers you work with.

Key Ideas and Information to Share

1	
2	
3	
4	
5	

Looking Ahead: Strengths, Opportunities, and Challenges

- Reflect on your school's current instructional practices. Consider your school and district setting, including your schedule, curriculum, and other instructional expectations.
- Then, discuss the following questions with a **partner**:
 - What are your school's current strengths when it comes to teaching shared reading?
 - What opportunities does your school have to improve your existing shared reading practices?
 - What challenges might your school face in implementing high-quality shared reading lessons with your students?

Looking Ahead: Strengths, Opportunities, and Challenges

- Identify the **top two** challenges.
- Then, find a colleague who shares your challenge, and together brainstorm potential solutions.

Challenge	Solution

Lunch

- Lunch is from 11:40 a.m.–12:40 p.m.
- After lunch, you will begin Module 5.
- In Module 5 you will focus on building your knowledge and skill as coaches, and continue to make connections to shared reading.