



Department of
Education

Teaching Literacy in Tennessee
K-3 Shared Reading
#TeachLitTN

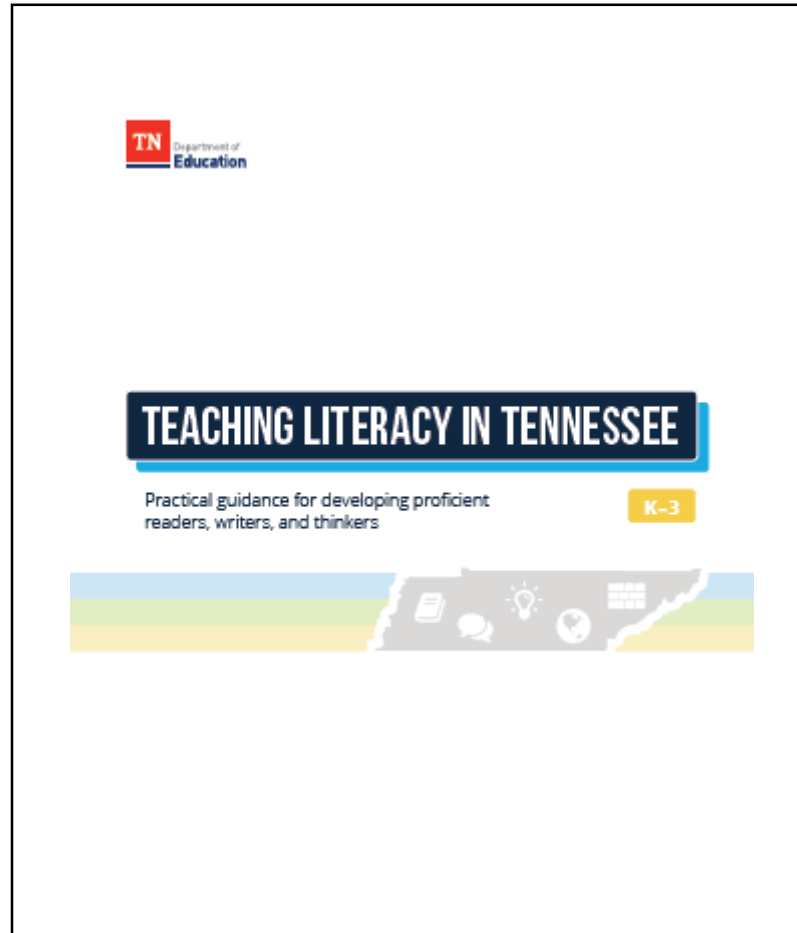
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**Director of Reading
Coaching,
Elizabeth Norton**

Teaching Literacy in Tennessee

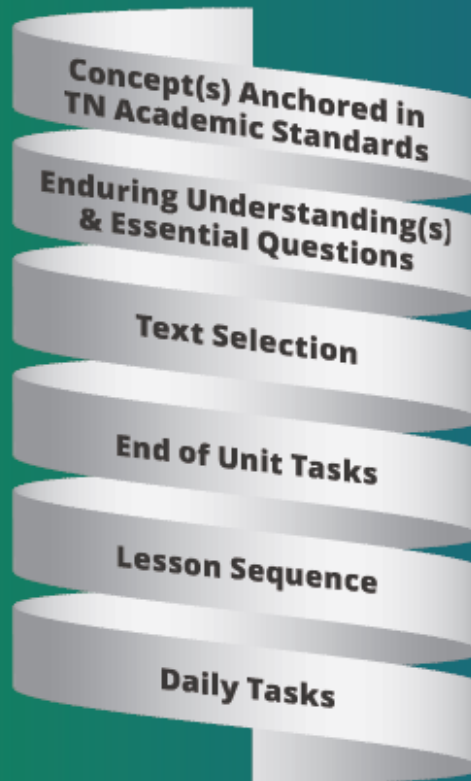


Shared Reading within the Unit Design

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

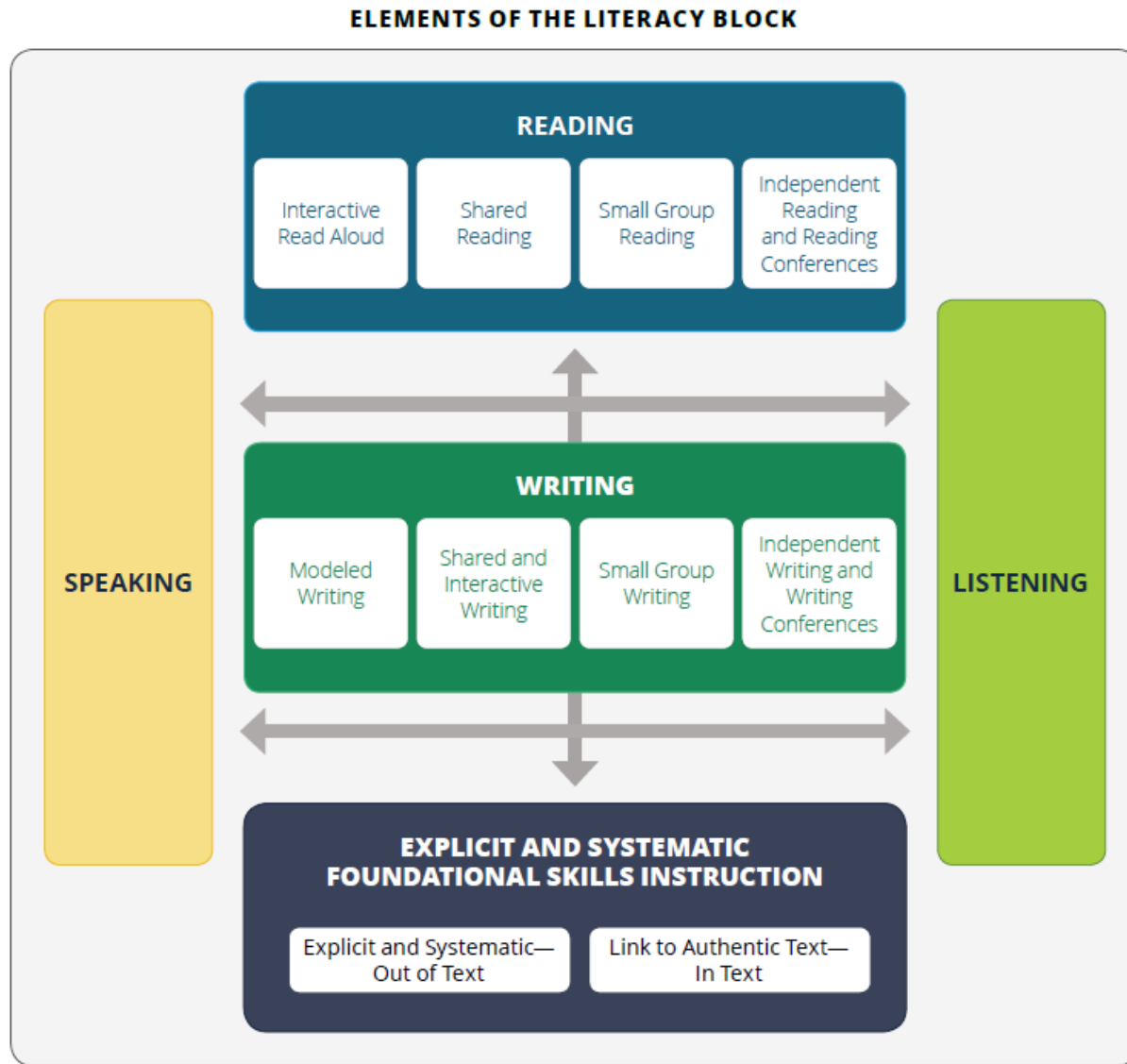


STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

An Interconnected ELA Block



Theory of Action

If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.

How does shared reading support student proficiency?



Frequent shared reading experiences contribute to the high volume of text that students need to access and build knowledge about the world



Appropriately complex, grade-level text used during shared reading allows students to engage in reading experiences with the support of a more able reader



Intentionally planned questions and instructional sequences promote thinking



Listening and Speaking in response to texts allows students to develop oral language, participate in on-going discourse, and share knowledge based upon text evidence

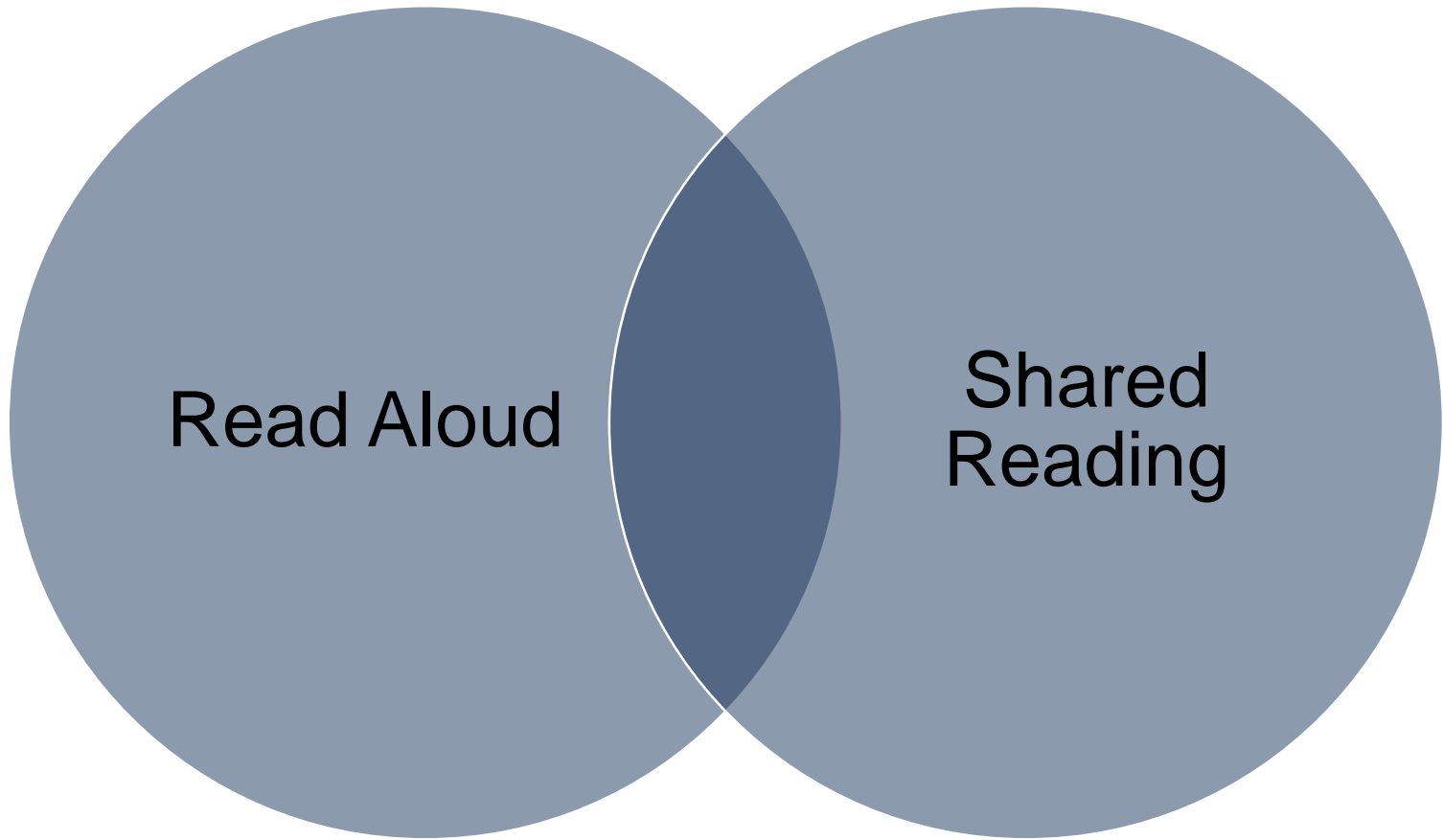


Shared reading builds connections around the skill and craft of writers as skills and knowledge are transferred during instructional strategies such as modeled, shared, interactive, small group, and independent writing



Shared reading can offer opportunities for students to apply phonological awareness, phonics, and fluency skills from systematic and explicit mini-lessons within connected text

Making Connections between Interactive Read Alouds and Shared Reading

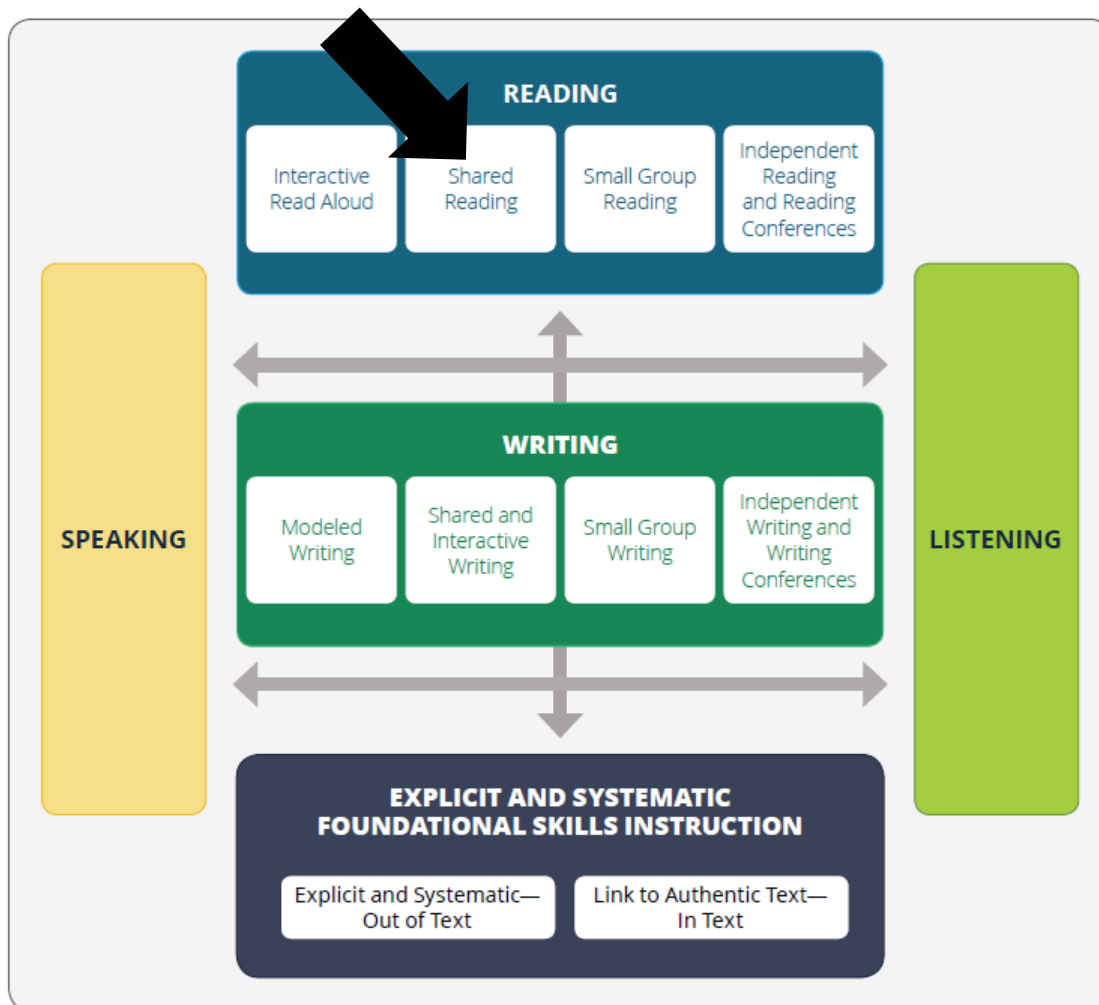




Shared Reading

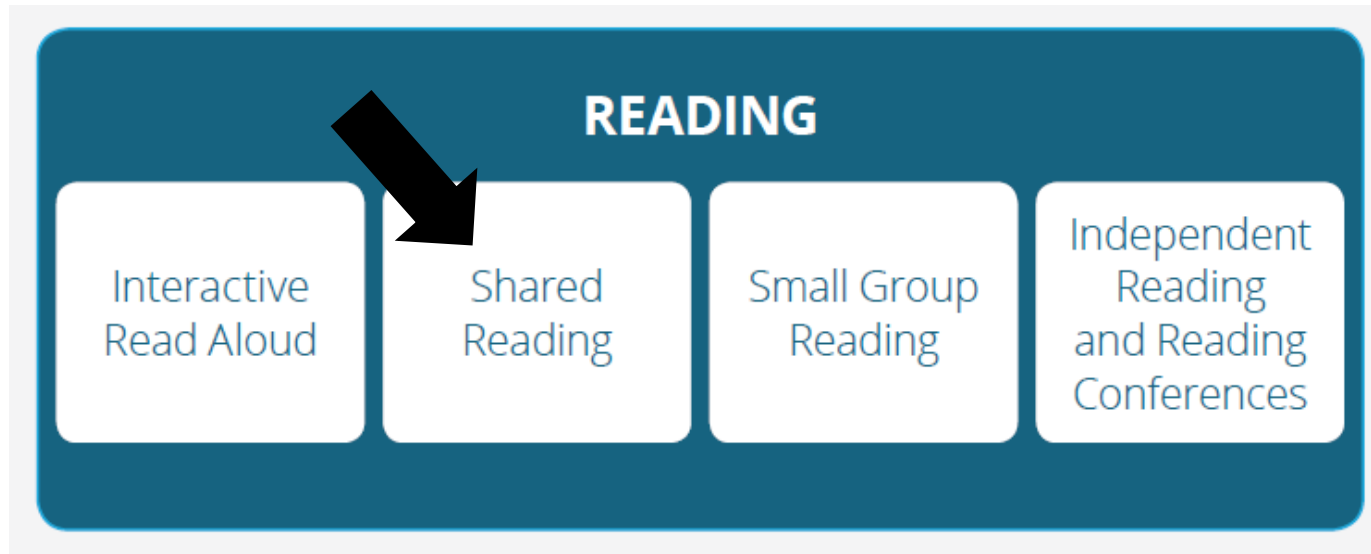
Instructional Strategies for Reading

ELEMENTS OF THE LITERACY BLOCK



Definition:.
An interactive experience in which students join in the reading of an on grade level complex text with teacher guidance and support

Instructional Strategies for Reading



Purposes of Shared Reading

- Promotes word analysis, fluency, and comprehension skills and strategies
- Uses supported reading structures (i.e., choral reading, echo reading, etc.)
- Develops knowledge and vocabulary
- Provides opportunities for authentic application of skills-based and knowledge-based competencies
- Provides opportunities for teacher modeling

Planning Shared Reading



Click [here](#) to view video: Planning for Shared Reading

Shared Reading Planning

The following provides some considerations for the shared reading process:

- Select and analyze high-quality and appropriate text.
- Create text dependent questions that focus on the text's central meaning.
- Locate important vocabulary words and consider whether they should be taught implicitly, embedded, or explicitly.
- Consider the types of reading structures that may be needed during the shared reading process.
- Plan opportunities for collaborative student discussion around the text.
- Plan meaningful tasks that allow students to demonstrate understanding.

Note: Integration of the standards and needs of the students are considered throughout.

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Coaching,
Ann Marie Schulz**

Critical Attributes

- Integrating standards
- Selecting and analyzing high-quality and appropriately complex text
- Incorporating shared reading into text sets
- Crafting text dependent questions
- Integrating vocabulary instruction
- Modeling during shared reading
- Using support structures to make text accessible to all students
- Creating daily tasks and end of unit tasks

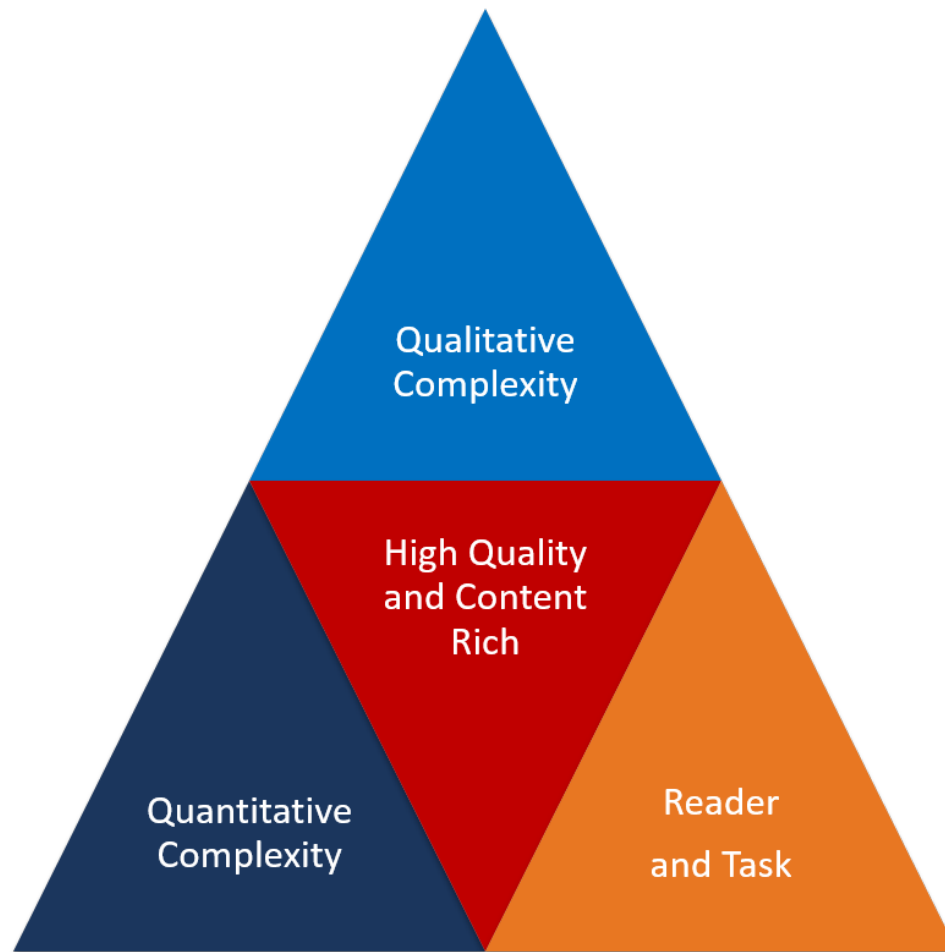
Integrating Standards



TENNESSEE STATE BOARD OF EDUCATION

What standards will be integrated together with the shared reading experience so that students think about, speak about, and write about the text they have heard?

Selecting and Analyzing High Quality and Appropriately Complex Text

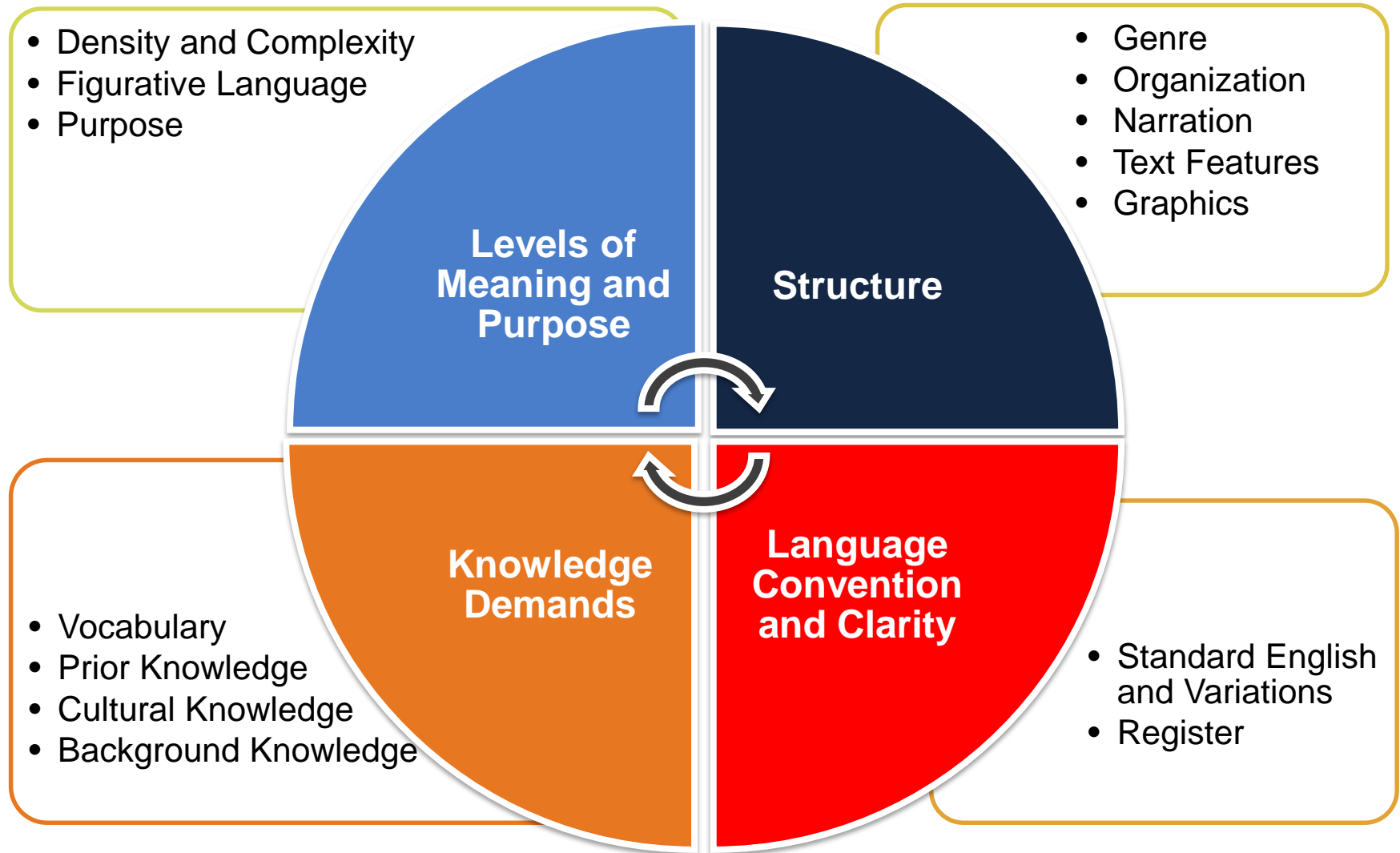


Quantitative Measures of Text Complexity

Lexile Measures by Grade Band

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

Qualitative Measures of Evaluation



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.

Text Set Example

Text Title/Author	Quantitative Complexity	Purpose
From Seed to Plant by Gail Gibbons	660L	Interactive Read Aloud (previous lesson) Build knowledge of concepts, complex sentence structure, and academic vocabulary. Text structure (e.g., labeling of illustrations) Interactive Writing - Organization used as a model for students' writing during interactive writing strategy
Be A Friend to Trees by Patricia Lauber	500L	Interactive Read Aloud (previous lesson) Build knowledge of concepts and academic vocabulary
Nature's Green Umbrella: Tropical Rain Forests by Gail Gibbons	880L	Interactive Read Aloud (previous lesson)- Build knowledge of concepts, complex sentence structure, and academic vocabulary
If I Ran the Rain Forest by Bonnie Worth	600L	Shared Reading text to build knowledge of concepts, complex sentence structure, and academic vocabulary
What is the Rain Forest? (video) WatchKnowLearn	N/A	Build knowledge of concepts and academic vocabulary
The Great Kapok Tree by Lynne Cherry	670L	Interactive Read Aloud - Build knowledge of text concepts, complex sentence structure, and academic vocabulary
Trees Help by Angela Rios		Shared Reading text – Build conceptual knowledge and apply foundational skills (vowel sounds) to identify targeted words in the text

Text Set Example

Text Title/Author	Quantitative Complexity	Purpose
Food for Life: Rainforest by Kate Riggs	330L	Small group independent reading- Example of one text students may choose to read independently
Let's Go to the Rainforest by Fiona Kenshole	370L	Small group independent reading – Build and practice fluency skills – reading with appropriate pace and expression, and accuracy
Animals of the Amazon Rainforest (series) by Katie Gillespie	370-480L	Writing Station- Apply text structure to write informational texts
Chimpanzees by Helen Frost	250L	Independent Writing Station- Apply text structure to write informational texts
Places Plants and Animals Live by Katie Knight		Teacher-led small group reading –Apply foundational skills (final plural consonants) to text reading
Animal Homes by Karen Kennery	410L	Fluency teacher-led group – Practice fluency paired with comprehension while reading text
Rain Forest by Helen Cowcher	550L	Comprehension teacher-led group – Build comprehension of text structures that impact text meaning
Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter	730L	Next text in unit (read aloud) Build knowledge of concepts, complex sentence structure, and academic vocabulary

Crafting Text Dependent Questions

Category of Comprehension	Text Dependent Question Options
Locate and Recall	<ul style="list-style-type: none">• What is the main idea of this section?• What details did the author give about _____?• Who were the main characters in _____?
Integrate and Interpret	<ul style="list-style-type: none">• How did (character) feel when _____? Why did he feel that way?• What connections can we make to events/facts across the text?• On page _____, what similarities and differences do we see with _____?
Critique and Evaluate	<ul style="list-style-type: none">• What does the author give as important messages in this text?• How well did the author describe the new ideas in what you just read?• If the author asked you what she could have done differently or better to help other students understand, what would you tell her?• How might (character) behave in the future based on her experience in this story?

Integrating Vocabulary Instruction

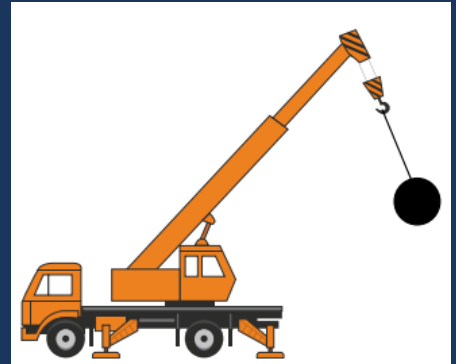
- Is this word significant to comprehending the meaning of the text?
- Is the meaning of this word conveyed through context?
- Can students identify with the meaning of this word?
- Are students likely to encounter this word in other settings or contexts?
- What is the best instructional method for teaching this word (explicit, implicit, embedded)?

Vocabulary Routine for Explicit Instruction

1. Contextualize the word for its role in the text.
2. Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
3. Provide additional examples, and ask students to provide their own examples of the word.
4. Construct a picture, symbol, or graphic to represent the word.
5. Engage students in lively ways to utilize the new word immediately.
6. Provide multiple exposures to the word over time.

(Beck et al., 2002; Marzano, 2004)

destroy



In the book, *The Great Kapok Tree*, Lynne Cherry writes, “If you cut down the forest, you will destroy that which gives us all life.”

Destroy means to damage something.

In the text, the porcupines were worried that cutting down, or destroying, the trees would take away the air they breathe.

We could also use the word destroy to talk about how a wrecking ball tears down building. Or, we could describe how your little brother destroyed the block tower you built.

Explicit Vocabulary Instruction in Action



Click [here](#) to view video: Shared Reading – Vocabulary

Modeling through Think Alouds

Strategy	Think Aloud Stems
Activating Prior Knowledge	<ul style="list-style-type: none">• As I think about this topic, I know that...• From what I have already read, the meaning that I am constructing is...• The author's clues (or ideas) cause me to predict that...
Questioning	<ul style="list-style-type: none">• I wonder why...• I am curious about...• I am interested in learning how...
Visualizing	<ul style="list-style-type: none">• As I read the author's words, I see...• As I am reading, the pictures that are forming in my mind are...
Monitoring, Clarifying, and Fix Up	<ul style="list-style-type: none">• One part that left me confused was...• One area that I will go back and reread is...• One strategy that I will use to help me understand is...
Drawing Inferences	<ul style="list-style-type: none">• Based on what I know and the text clues, I infer...• The text evidence and my own knowledge leads me to think that...
Summarizing / Retelling	<ul style="list-style-type: none">• My understanding of the text in my own words is...• The passage says that...• The main points from my reading are...

Modeling and Scaffolding Strategic Thought

Accuracy/Word Analysis Strategies

- Match the letters and sounds
- Use the sounds
- Stretch out the word
- Think if you have seen the word before
- Get your mouth ready to say the beginning sound
- Use word families or word pattern
- Find small words in big words
- Break up the word by sounds or syllables
- Spot vowel patterns
- Use pictures, visuals, or graphics
- Look for: word chunks, prefixes, suffixes, roots/bases
- Think about the story and a word that would make sense
- Use context clues
- Skip it and go back
- Re-read and self-correct if something does not sound right or make sense

Modeling and Scaffolding Strategic Thought

Fluency Strategies

- Read smoothly
- Use phrasing
- Watch punctuation marks
- Read with a natural pace
- Read with expression

Modeling and Scaffolding Strategic Thought

Comprehension Strategies

- Make predictions
- Ask questions
- Make inferences
- Make interpretations
- Use text structures
- Make a narrative map
- Use text features
- Make connections:
 - Text-to-Text
 - Text-to-Self
 - Text-to World
- Make mental pictures
- Think about the character's feelings
- Think about the reasons for events
- Think about what is most important
- Retell the story
- Summarize the story
- Reflect upon the story
- Monitor for meaning

Using Support Structures to Make Text Accessible to ALL Students

Echo Reading

The teacher reads aloud a sentence or series of sentences to students; then, students reread the same section aloud.

Cloze reading

The teacher reads aloud while students follow along. The teacher stops reading and students continue by reading the next word or finishing the sentence.

Choral Reading

The teacher reads aloud while students also read. The teacher adjusts the volume of his/her voice depending of the amount of support needed.

Partner reading

Students are strategically paired together and share the text reading. Partners can choral read together, or take turns reading pages or sections. Teachers may identify which student will read different sections of the text.

Shared Reading Video 2nd Grade



Click [here](#) to view video: Shared Reading – Reading Structures

Creating Tasks

- Opinion/Argument
- Informative/Explanatory
- Narrative

Opinion/Argument	Informative/Explanatory		Narrative
Advertisements Editorials Brochures Position papers Essays of argument Process essays Letters Proposals Speeches Public Service Announcements Debates Reviews Compare/contrast Essays Cause/effect Essays Problem/solution Essays Application essays Opposing idea essay Personal commentary	Labels Lists Observations Journals Summaries Paraphrases Notes Magazine articles Newspaper articles Reflective papers Logs Explanatory essays Process essays Compare/contrast essays Problem/solution essays Biographies Reports Brochures Letters Speeches	Memos Emails Schedules Menus Directories Signs Manuals Forms Recipes Reports Proposals Graphs/tables Captions Directions Rules Posters Experiments Procedures Rubrics Minutes Resumes	Stories Poems Songs Personal narratives Reflective writings Skits Autobiographies Essay of experiences Recounts Cartoons Comic strips Graphic novels Fantasy Legends Myths Memories Memoirs Stage plays Screen plays Monologues Diaries Journals Letters Adapted from KSDE.org

Authentic Tasks Video



Click [here](#) to view video: Shared Reading – Authentic Daily Task



Connections to the TEAM Rubric

TEAM Alignment

- **Instructional Plans**
 - Measurable and explicit goals
 - Evidence that plans and assessments are: a) aligned to state standards and b) accommodate individual student needs
- **Presenting Instructional Content**
 - Examples, illustrations, analogies, and labels for new concepts and ideas
 - Effective modeling of thinking process by the teacher/or students guided by the teacher to demonstrate performance expectations
- **Activities and Materials**
 - Aligned to standards
 - Are challenging and relevant to students' lives
 - Induce curiosity and suspense
 - Texts and tasks are appropriately complex
- **Teacher Content Knowledge**
 - Highlights key concepts and connects powerful ideas
- **Teacher Knowledge of Students**
 - Provides differentiated instructional methods

Summer Learning Series

- **Session #4:** August 10 at 4 p.m. CDT
Supporting Literacy for the Range of Learners
- **Session #5:** September TBD (Regional dates/times forthcoming)
Framework for Teaching Literacy

THANK YOU FOR JOINING US!