

Chapter 1 : Shared reading for today's classroom (Book, ) [blog.quintoapp.com]

*Shared Reading for Today's Classroom: Lessons and Strategies for Explicit Instruction in Comprehension, Fluency, Word Study, and Genre (Scholastic Teaching Strategies).*

Using examples from both adults and children, the authors explain and describe the complex integrated network of strategies that takes place in the minds of proficient readers, strategies that struggling readers have to learn in order to construct their own reading processes. Lesley Mandel Morrow Language: A highly regarded teacher resource and widely adopted text, this book is grounded in current knowledge about literacy teaching and learning in grades PreK-8. Provided are strategies for helping all students succeed—including struggling readers and English language learners—and for teaching each of the major components of literacy. The book also addresses ways to organize instruction and innovative uses of technology. Chapters include concrete examples, Engagement Activities, and resources for further learning. Three common routines are seen in almost every primary language arts program: These routines should be integrated to support the total language arts program, but are teachers of grades K-2 getting the most bang for their buck out of these activities? Morning messages can become very routinized and repeat the same experiences over and over again. Shared readings are sometimes conducted with little variation in spite of changing demands from the texts being used and changing needs in the learners with whom they are being used. Word walls might be put up with some attention early in the year and remain virtually unchanged as the year moves forward. Intensifying Classroom Routines in Reading and Writing Programs focuses on how teachers can get more instructional mileage out of these three common classroom routines. Ford lays out step-by-step, day-by-day plans to put those three key routines on a cycle that changes as students move through developmental phases. This resource helps teachers plan for emergent and early readers and writers. It also looks at how teachers can assist students as they move through critical areas, including concepts of print, alphabetic knowledge, phonological awareness, sound-symbol relationships, high-frequency words, structural analysis, context clues, comprehension strategies, and composition strategies. With these intensified routines in place, students will clearly see connections between reading and writing. Early literacy instruction typically emphasizes foundational skills--often at the expense of engaging young children in reading and supporting their comprehension of different types of texts. This book explains the essential elements of comprehension and shares a wealth of classroom-tested instructional practices. It presents developmentally informed strategies for scaffolding comprehension skills, using content to promote engagement, and implementing high-level discussions and writing tasks. Ways to teach and assess English learners and other diverse students are highlighted throughout.

Chapter 2 : Shared Reading and Daily 5? | [blog.quintoapp.com](http://blog.quintoapp.com)

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Christy shearer July 2, at 7: Thank you for sharing your hard work! Thanks for your help and for all you do!  
Christy Shearer July 22, at 9: July 24, at 8: Jessica Meacham July 29, at 6: Have a blessed new school year!  
Mary August 27, at 7: I am returning to teaching after many years and am excited! I will definitely be using your resources.  
September 5, at 7: I have used your poems for many years and love your website. You save me so much time!  
Jessica Meacham November 3, at 5: Annette July 29, at 6: How many poems do you teach each month?  
Jessica Meacham August 9, at 7: So for September, we do all the apple, weather, and season poems. In October we move on to the leaves and pumpkin poems. When I taught grade one 5 years ago, I loved using your resources. Are the smartboard versions of the poems still available? Thank so much, Welcome to Classroom Snapshots - a blog for teachers! I am a first grade teacher. I enjoy creating things for my classroom and students - - and sharing them with other teachers for FREE! Search This Site Subscribe to Blog via Email Enter your email address to subscribe to this blog and receive notifications of new posts by email.

**Chapter 3 : shared reading for today s classroom | Download eBook PDF/EPUB**

*What is shared reading? Shared reading is an instructional strategy that can be used to teach many different reading skills (comprehension, fluency, decoding, vocabulary). It is appropriate for just about any grade level.*

Next gen shared reading. Six Reasons for Shared Reading Here are the six reasons why shared reading should receive more of your instructional time in class: Context-rich reading practice Scaffolded access to more difficult text Massive increases in background knowledge Instantaneous and frequent feedback Quickly increase reading levels Builds reading comprehension But first, I want to know what you already think about shared reading. Take this 5 question quiz and see how your ideas about shared reading compare to other teachers. Shared Reading is Context-Rich Context-rich reading practice is the key to increasing reading levels. Neither does direct instruction. These have their place direct instruction especially , but shared reading is a merge between direct instruction and the actual application of the reading process. In shared reading, students are using the reading process within two contexts: The instructional context is when the teacher supports students, questions students, and challenges students. Using a text for instruction is when students are applying just-learned skills in an actual text. Shared reading just simply focuses on that! Scaffolded Access to Difficult Text Shared reading gets the most results when students are reading text beyond their independent level. This is when shared reading promotes the quickest growths in fluency, vocabulary development, and reading comprehension. Quick learning results occur when students are provided with scaffolding in challenging texts. What types of scaffolding are provided in shared reading that allows access to difficult texts? Teacher modeling of fluency and problem-solving. Risk-free attempts at quick decoding. Instant corrective feedback on those attempts. Instant application of the feedback. Embedded questioning of vocabulary and comprehension. Instant feedback on those text-dependent questions. Spiral review of previously learned skills. Instruction while practicing the reading process. Students will increase reading levels if the texts are significantly challenging and the scaffolding is in place. Background knowledge shows up in their vocabulary knowledge, their academic knowledge, and a variety of life experiences. Shared reading results in massive increases in background knowledge. Shared reading gives exposure to a variety of texts and topics. When the teacher carries the load for decoding, students can focus more on the content of the text. Questioning during shared reading helps students to deepen knowledge. Background knowledge can be literary: Background knowledge can be content: Shared reading also helps to make learning visible through instant and frequent feedback. Essentially, students need to know when they make mistakes, how to correct those mistakes, and try again. Shared reading is perfect for this type of instant and frequent feedback. I can think of four types of feedback that students receive in shared reading: Exposure to challenging texts above their reading level helps students try to decode words, hear the right decoding, and attempt it also. The teacher models fluency as students read along in their head. This internalizes the processes that are required for silent reading! During shared reading, the teacher frequently pauses and poses challenging questions. Without telling the answer, the teacher can scaffold thinking by asking simpler questions that guide student thinking to the right answer. When new and advanced vocabulary words are read, the teacher can prompt student conversations to build word meanings. Shared Reading is perfect for making plenty of mistakes, correcting, and trying again. Quickly Increase Reading Levels In shared reading, students are reading higher levels of text. Of course, the teacher is carrying the load of print, but this can gradually be released to students. Their fluency and comprehension will increase much faster than in read-alouds or in silent reading. The results are amazing if shared reading is used frequently or daily! Build Reading Comprehension Reading is comprehension. All of the activities we do in class are geared towards reading comprehension. Shared reading is effective for comprehension because it takes away the burden of decoding from the students. It allows them to focus on comprehension. Why does shared reading build comprehension? It allows students to focus on comprehending more complex text structures and plot structures. Complex syntax and sentence structures become easier with shared reading. And the increase in fluency and vocabulary also increases comprehension. With the right questions and scaffolded questions, shared reading can make the biggest impact on reading comprehension!

They have embedded scaffolded questions to build comprehension skills. So what do you think? How do you use shared reading? Do you think there is a better single strategy?

## Chapter 4 : Shared Reading Opportunities for Direct Literacy Instruction - ReadWriteThink

*What is Shared Reading and why is it an essential daily classroom activity? Shared Reading is a collaborative reading experience where students read along and with a teacher who is responsible for modeling the skills of a proficient reader.*

But what exactly is it? What does shared reading look like? Avery is sitting in a rocking chair with a giant easel to her right. Perched on the easel is a Big Book. Avery has picked specifically for shared reading. But before she begins, Ms. Avery warms up by rereading a big book the students are already familiar with. She reinforces some concepts of printed words or models a new reading strategy. Now the students are prepared for the new book. Avery takes the book from the easel, shows the children the cover, reads the title and author. She returns the book to the easel. First, the students excitedly predict what the book is about. Avery prompts the sharing by asking guiding questions, such as: Avery reads the tale with enthusiasm and fluent expression. No stopping the first time through. The first reading is to let the students simply enjoy the story and note the rhythmic pattern of the words. During the second reading, Ms. Avery will point to the words as she reads them again. The following day, Ms. Avery reads the book for the third time. Now she implements other shared reading strategies into the lesson. Most students will be eager to read along by this time. Avery has covered several words with index cards or post-it notes and asks the students to think of words that would make sense. They can use predicting skills to help them identify the word, such as looking at the first and last letter of the word. When the shared reading lesson is over, she puts the new big book in the class library so students can revisit it during independent reading. Why is shared reading so important? As with all components of balanced literacy instruction, shared reading provides rich opportunities for students to discover the pleasures of reading. Because students gather around the teacher in groups, a sense of community is established and students feel encouraged and confident to read along in an enthusiastic environment. Also, young readers are introduced to different genres and authors. A variety of reading strategies are demonstrated during shared reading, dependent upon what is appropriate for the context of the story and the genre. Benefits of Shared Reading Shared reading can take on a playful or structured approach to learning to read. In either case, students have the opportunity to: Actively participate in reading Learn to predict how a story will progress Understand that illustrations can help construct meaning Increase and develop new vocabulary Discover and implement reading strategies Recognize letters and sounds in the context of the words of the story Understand concepts of the printed word Use structural and visual cues to aid them in the reading process Sequence story events The list goes on to include skills they learn during rereading, such as information recall, increased sight word development, and phonics. Shared Reading Strategies Here are two strategies or shared reading activities teachers use with much success: Echo reading In this strategy, the developing reader echoes a more advanced reader. Choral reading During choral reading the class reads aloud with the teacher. By now it should be obvious why shared reading is such an important component of balanced literacy instruction. Great story telling is the first step towards a lifelong love of reading.

## Chapter 5 : Shared Reading – A Critical Component of Balanced Literacy Instruction

*Shared Reading for Today's Classroom: Lessons and Strategies for Explicit Instruction in Comprehension, Fluency, Word Study, and Genre Unleash the power of shared reading with this in-depth guide, written by a mentor teacher/ staff developer.*

## Chapter 6 : Shared Reading - Reading A-Z

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**Chapter 7 : Shared Reading – Classroom Snapshots**

*Classroom dialogues and lessons show how to show synopsis. Unleash the power of shared reading with this in-depth guide, written by a mentor teacher/ staff developer. Classroom dialogues and lessons show how to model key skills and strategies and make the reading process visible for students--for both fiction and nonfiction.*