



How to Implement Shared Reading in an Inclusive Classroom



Shared reading is an instructional activity in which students read with the teacher. The goals of shared reading include reinforcing letter-sound correspondences and concepts about print, exposing students to a variety of texts, prompting high-order thinking and rich conversations, and helping students perceive themselves as readers.

The text selected for shared reading should be one that students find engaging, but too difficult to read independently. It is recommended to draw from a

variety of text structures and genres, and to choose texts with large illustrations, vivid language, strong rhythm, rhyming words and predictable and/or repeated text to build sight word knowledge and fluency. These features help emerging readers and students with LDs to have success reading along with the teacher.

The same text should be repeated multiple times within a week to build students' familiarity with the words and text features.



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Stage 1: Before Reading

- Select a text based on the targeted skill development.
 - ▶ For example, when working on fluency, choose a text with lots of repetition, such as *Brown Bear*.
- Consider highlighting or underlining words in the text that should be familiar to the students (i.e., high frequency words, words from the word wall, recently introduced words, etc.).
- For students with LDs, consider doing this activity with small groups, differentiated for skill level and literacy focus.
- Ensure that all students are seated so they are able to see the text clearly. Reading from big books, posters, or chart paper helps to ensure all students can see the words well. Texts may even include the classroom word wall, charts and graphs, songs and poetry, classroom posters, etc.



- Engage students in interactive pre-reading activities, such as those used before a read-aloud (i.e., activating prior knowledge, making predictions, defining new vocabulary, etc.)



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Stage 2: During Reading

The educator...

- Reads the text at a steady, natural pace that encourages understanding.
- Points to each word as they read it.
- Models appropriate expression, and changes voice for different characters.
- Pauses occasionally where a reading strategy can be modelled explicitly.
 - ▶ For example, if the targeted skill is making predictions and inferences, pause at a pre-selected page and ask, “What do you think will happen next? What makes you think that?” This helps students understand that there are clues in the details of the text that are important for making predictions and inferences.



The students...

- Follow along as the teacher points to each word being read. At first, they may just listen and watch, but as they gain familiarity with the text, they should whisper the words at the same time as the educator.
- Increasingly read words and passages quietly with the educator. They hear themselves read as well as hearing a model of reading from the educator. This increases their fluency, expressiveness, and comprehension. This is an inclusive practice for students with LDs, as they can quietly participate with the words they know.
- Act and feel like readers. This builds their confidence as they begin to see themselves as readers. This is important for all readers and particularly so for students with LDs.



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Stage 3: After Reading

Place the book in the class library for students to access on their own. Repeat the same text in a variety of activities, such as those listed below, to familiarize students with the words and text features.

- Sequencing activity:** Students arrange sentences in the order they appeared in the text.
- Vocabulary-building activity:** Students go on a “word hunt” for high frequency words/rhyming words in the text.
- Making connections activity:** Students share something they have seen or done that reminds them of an event in the story.
- Critical thinking activity:** Students consider what a character could have done differently, what would have happened in that case, and why they did what they did instead.

References

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