

## Transcription of the video: *Shared Reading*

[SLIDE – SHARED READING]

[Image of a three-circle sequential arrow process with How it works? in the top circle, Why Shared Reading? in the middle circle, and Considerations in the bottom circle. Text on slide: Shared reading is an interactive experience where a teacher models explicit strategies (building both fluency and comprehension) while engaging with students. During a shared reading, student may join in or share the reading of a text.]

[**Terri Anne Jackson**]: Shared Reading is an interactive experience where a teacher models explicit strategies, building both fluency and comprehension while engaging with students. During a Shared Reading, students may join in or share the reading of a text. This occurs daily or several times a week, and often involves the teacher selecting a chart, big book or other large print text to read with students, encouraging them to join in with reading when they feel comfortable doing so. Initially, students may join in at familiar, repetitive parts of the text, allowing the teacher to model good reading comprehension or reading fluency strategies. Shared Reading provides students with essential demonstrations of how reading works, and what readers do to construct meaning. It teaches student strategies to decode unknown words, and for constructing meaning from text. And finally, the Shared Reading opportunity allows students to see themselves as readers. They'll feel comfortable and experience fluency when they join in with their re-reading a familiar, repetitive text. It provides students with that safe, non-threatening environment in which to practice new and also familiar reading strategies.

[SLIDE]

[Image of teacher reading to students sitting on the floor. Teacher is pointing at an image in the book. **Text on slide:** Shared Reading Students: • Join in the reading when they feel comfortable doing so. The teacher: • Reading with students; • Offers a high level of support; • Generally teaches the whole class; • Uses opportunities presented to teach reading strategies and skills. Image retrieved from: <https://highlandliteracy.com/shared-reading/> List retrieved from the Guide to Effective Instruction, 2003.]



[**Terri Anne Jackson**]: So why do we use Shared Reading? This is a great strategy, because we're modelling new concepts in order to teach them. And you can see from this image here, this looks like it's a big book, and so the teacher is using a pointer to point out the features of the text that she's hoping students will see. Now this looks really different across contexts. For example, it might look like a poem with a new digraph blend that you're teaching, or it could be a poster, like one from the commercial series "Skywriter," in which you teach the features of non-continuous text. For some people, a Shared Reading includes a choral reading component, but not always. So consider your goals when you're planning your lesson, and ensure that the lesson is focused around achieving the goal that you're hoping to address.

[**SLIDE – SHARED READING: WHY?**]

[**Text on slide:** • Rich, authentic, interesting literature can be used with children even when they are unable to decode the text themselves; excellent way to access concepts that students could not read independently • Teacher is able to teach new concepts, model reading and think aloud strategies • Awareness of the functions of print, familiarity with language patterns, and word-recognition skills grow as children interact several times with the same selection. • Differentiation is innate; struggling readers have scaffolding while accelerated readers are challenge by the selections • Repeated reading allows learners to interact with text on multiple levels and the educator to use the same piece of text for multiple purposes.]

[**Terri Anne Jackson**]: So why Shared Reading? Shared Reading provides rich, authentic, interesting literature that can be used with children, even when they are unable to code the text themselves. It's an excellent way to access concepts that students could not access independently. The teacher is able to teach new concepts, model reading and think aloud strategies similarly to a Read Aloud. Awareness of the functions of print, familiarity with language patterns and word recognition skills grow as children interact several times with the same selection. Differentiation is innate in this, because struggling readers have scaffolding while accelerated readers are challenged with the selections. And finally, the repeated reading allows learners to interact with the text on multiple levels, and the educator can use the same piece of text for multiple purposes. So this not only promotes a growing level of comprehension, but it also promotes fluency.



[SLIDE – SHARED READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide: • Enrich instruction for students with phonological processing challenge by using rhymes, explicitly teach word patterns, and demonstrating how to build words • Use visual prompts (i.e. pointer) to anchor visuals • Use preferential seating (away from distractions) • Use visuals/colors to help highlight important information • Keep things simple and clutter free • Make instructions clear and simple • Highlight learning goals prior to commencing to ensure students know what to focus on]

[Terri Anne Jackson]: While doing Shared Reading, some of the considerations you should have when supporting students with learning disabilities is, ensure that instruction for students with phonological processing challenges by using rhymes, or explicitly reaching word pattern and demonstrating how to build the words. Use visual prompts like the pointer on the previous slide to anchor the visuals, again continuing to use preferential seating. Use visuals and colours to help highlight important information. I often found that I was teaching a digraph -- I like to put a sticky note under that digraph anytime it showed up in our Shared Reading selection. Keep things really simple and clutter-free. For some of our students with dyslexia, spacing a page so there's less clutter is actually really important to helping them anchor and build fluency with the text. Make sure your instructions are always clear and simple, and highlight your learning goals prior to commencing, so the students know what to focus on. Again, with that, consider your visual aids, mnemonics, closed activities and word families, so that you're able to support students at multiple entry points.

