

## SHARED READING

Shared reading is an interactive reading routine in which students join in and become active participants. Each student has a copy of the text, or can access the text, which allows for the teaching and practice of reading strategies in a larger context. All students read along together in order to practice fluency and comprehension.

### GRADE LEVELS AND USES:

- In grades K-2, shared reading is used primarily to practice comprehension and fluency of a grade-level text. Shared reading is often combined with repeated readings, so students have multiple opportunities to read and engage with the same text, ultimately building fluency.
- In grades 3-8, shared reading should happen regularly, but should rarely last for longer than 15-20 minutes. Shared reading may be used for any of the following reasons:
  - To model and reinforce foundational skills, particularly reading with sufficient fluency to support comprehension. Students struggling with fluency are able to follow along with and copy a teacher or students' fluent reading.
  - To co-tackle a feature of text complexity or unpack a complex moment in the text. The feature may be something students have already interacted with in the particular text, but may need additional support to make full meaning.
  - To provide additional in the moment support to students, particularly language or background knowledge. For example, if comprehension of a particular section of text relies on specific knowledge students may not know, sharing the text allows the teacher to quickly drop-in that knowledge when needed.
  - To provide quick, in the moment feedback to students about key moments in the text. Teachers can ask a variety of questions to ensure student understanding and immediately check for understanding through writing, academic discourse, or annotation.

## ROUTINE:

### Before Reading

- When internalizing a lesson, select which sections of the text should be consumed using shared reading.
  - Internalize what questions you will ask, or what comprehension strategy you will model.
  - Internalize what fluency strategies you will model.

### During Reading

- Share a purpose for the lesson. Tell students what they should be thinking about when reading the particular section of text.
- Either the teacher or another student reads the text with expression, modeling how to read fluently. The rest of the class follows along in their own copies of the text. This can happen multiple ways:
  - *Choral Reading*: Both the teacher and students read aloud from a text at the same time. To make this work students need to know how they are supposed to read aloud. Are they reading in a whisper voice that mimics the teacher? Are they reading along silently and then filling in words along the way? You also need to think about whose voice is going to be the guide – either the teacher or a student. Either way, you need to make sure the pace is accessible to the majority of students.
  - *Echo Reading*: A teacher or student reads a section of text sentence-by-sentence, and students chorally mimic his or her style. Echo reading should be used after students have read the text multiple times as part of a whole-class choral reading.
- Teacher stops to fill in background knowledge, vocabulary, or to think aloud about key aspects in the text. Teacher also asks students key questions. Students respond to key questions by turning and talking, stopping and jotting, or annotating in their texts.
- After finishing the section of text, the teacher and students synthesize key ideas. Teacher then sets students up for their next task.

**Note: We do not recommend Round Robin or Popcorn Reading. While they do provide students with reading practice, they don't provide enough. During both Round Robin and Popcorn reading one student is reading, while the other students are sitting and waiting for their turn. The students who are reading are actively engaged in the text, while the others may not be. Popcorn Reading and Round Robin reading can also be humiliating for students who are less fluent readers.**

## SHARED READING IN ACTION:

[In this video, watch Ms. Johnson use shared reading](#) to help students access the text *Witness to Freedom* as part of a 5th grade lesson. Ms. Johnson uses the shared reading structure of having students follow along silently, filling in words when she pauses.

As you watch, think about the following questions:

- How does Ms. Johnson use Shared Reading to set all students up for success with the text and the task?
- Are students actively engaged with the text and the content? How do you know?
- What support does Ms. Johnson provide students during Shared Reading?