

## Shared Reading Guidance

*“Helping students climb the staircase of text complexity is a valued goal worldwide. Reaching that goal starts with text selection and then matching the task and accompanying instruction necessary for students to be successful. Readers need expert instruction in complex texts and opportunities to read widely. Simply assigning students complex texts to read on their own will not work. What does work is careful selection of texts and the associated instruction required of those selected texts.” “Selecting Texts and Tasks for Content Area Reading and Learning,” Fisher and Frey. The Reading Teacher, 2015*

### Planning:

- Choose an on-grade level complex text.
  - Determine whether you are using the entire text or a portion of the text.
  - Determine the 1 focus comprehension standard/learning target for this lesson. (RL or RI)
    - Plan the instructional language to introduce the learning target.
  - Break the text into instructional sections/chunks.
    - Plan the instructional language for the 1 comprehension standard to use before each chunk to provide students instructive guidance. This will be the same language used after each the chunk to monitor understanding.
    - Determine for the 2<sup>nd</sup> reading an unfamiliar vocabulary word(s) (no more than 2) in each chunk. Determine which vocabulary strategy you will remind students to use to ‘figure out the word’s meaning’.
      - ✓ using the root word/word family/cognates
      - ✓ using context clues → removing the unknown word and substituting meaningful words (cloze)
      - ✓ using reference materials to locate the definition (i.e. glossary, key, text box)
      - ✓ ‘continuing to read’ knowing sometimes the word is defined in the next sentence or within the paragraph
- \*\*In K and 1<sup>st</sup> grade, a decoding reminder could be used instead of vocabulary.
- For chunks in the last 1/3 of the text, determine if an additional standards-based teaching reminder will be used. Plan the instructional language to use before the chunk to provide students instructive guidance. This will be the same language used after the chunk to monitor understanding.
    - comprehending (RL or RI)
    - reading the words (decoding/word analysis) (RF3)
    - reading with fluency (accuracy, pacing/rate, expression) (RF4)
  - Develop a closing conversation or exit slip referring back to the focus comprehension standard/learning target/teaching point.