



## Shared Reading

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**Introduction** This guide examines the definition, goals, and instructional design of Good Habits, Great Readers™ Shared Reading. It also looks at the 5-Day Planner and the components of a Shared Reading lesson for Grades K–3 and 4–5.

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**What is Shared Reading?** Shared Reading is the whole class strand of Good Habits, Great Readers. Author Carleen daCruz Payne states in her book *Shared Reading for Today’s Classroom*, “Shared Reading can be likened to an apprenticeship in literacy with the teacher as the expert reader, demonstrating the strategies and skills she uses to make meaning. The teacher scaffolds the instruction, helping students accomplish a reading strategy, skill, or behavior they can’t yet do on their own.”

Good Habits, Great Readers Shared Reading is divided into seven units that reflect the seven identified habits and attitudes of proficient readers. These habits spiral throughout the grade levels, offering students the chance to develop strategies that deepen their comprehension skills. For more information about these 7 Habits, watch the tutorial *Getting to Know Good Habits, Great Readers* on this Web site.

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**Goals of Shared Reading Lessons** The Shared Reading lessons will help

- build a community of readers in the classroom;
- provide daily reading strategy instruction;
- model for students how proficient readers appreciate and make sense of text;
- impart explicit skill instruction to students; and
- create a common classroom language around reading strategy and skill instruction.

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**Instructional Design: Grades K–3** Good Habits, Great Readers Shared Reading lessons in Grades K–3 provide twenty-five minutes of whole-class instruction. The instruction each week focuses on a core text or a series of poems. Each Shared Reading lesson includes a Mini-lesson and a Focus Lesson.

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**Mini-lessons** The ten-minute Mini-lessons follow a set routine throughout each week. During a Mini-lesson, teachers introduce a book or poem, read it aloud, and focus on skills and strategies essential to literacy development.

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**Focus Lessons** Each fifteen-minute Focus Lesson explores a habit or strategy used by great readers. The Focus Lesson follows the Gradual Release of Responsibility model, where the responsibility for task completion shifts gradually over time from teachers to students.

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Begin lessons with explicit modeling for the students, transition to supported partner work with them, and finally move them to where they can independently apply the habit or strategy that the teacher modeled.

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<b>5-Day Planner</b>	<p>The 5-Day Planner for Grades K–3 provides an easy way to preview and plan for the Mini-lessons, Focus Lessons, and Center Activities for the week. The planner identifies the comprehension strategy or reading habit of the week. The connections to the DRA2 Focus for Instruction can help link assessment to instruction.</p> <p>The planner connects to Guided Reading titles that also feature related skills and strategies. The Center Activities reinforce and extend skills and strategies to teach students during the week. Additional connections to phonics, word study, and fluency can be found with Words Their Way: Word Study in Action™ and Quick Reads®.</p>
<b>Shared Reading Lesson: Grades K–3</b>	<p>Take a moment to look at the components found in a Shared Reading lesson in Grades K–3. Turn to any Shared Reading lesson in Grades K–3. The following sections explain the various components found on the lesson pages, including Focus Lesson, Lesson Objectives, Materials, Mini-lessons, and more.</p>
<b>Focus Lesson</b>	<p>The daily Focus Lesson topic supports the week’s featured comprehension strategy or reading habit.</p>
<b>Lesson Objectives</b>	<p>Lesson Objectives provide expectations for students in language that is consistent with many state standards.</p>
<b>Materials</b>	<p>The Materials section provides resources that are needed to complete the Focus Lesson.</p>
<b>Mini-lessons</b>	<p>Mini-lessons focus on the five major components of reading that are presented in a weekly sequence. The Day 1 lesson prepares students for the week’s text. Subsequent Mini-lesson topics are appropriate to specific grade level and cover a variety of skills and strategies.</p>
<b>Read Aloud</b>	<p>The Read Aloud icon marks opportunities to prompt students to read the week’s featured text out loud.</p>
<b>Talk Together</b>	<p>Talk Together are critical-thinking prompts and discussion questions. These are presented in an easy-to-skim, bulleted format. Use the scaffolding provided by these prompts to help students apply the modeled strategy. Student interaction during this activity helps develop a greater understanding of the lesson content.</p>
<b>Modeling in Action</b>	<p>Modeling in Action is a developmentally appropriate think-aloud in scripted form. These think-alouds were created through the research and classroom experience of master teachers.</p>
<b>Teacher Tips</b>	<p>Teacher Tips are professional development tips that correlate directly to modeling and act as a built-in coach. These tips clarify the purpose behind the instructional direction of a think-aloud.</p>

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<b>My Notes</b>	My Notes is an area provided in the Teacher Guide for teachers to write down notes that personalize the lesson. Teachers can also use the space to write down ideas they would like to use for future lessons.
<b>Informal Assessments</b>	Informal Assessments are behavior-based prompts and questions teachers can use during conferences to assess students' understanding and ability to apply the focus strategy in their reading. The final question in this section is always metacognitive, requiring the students to show understanding of the importance of the strategy.
<b>Reteaching</b>	Reteaching is for students who need more support or for those with specialized learning needs. This section also presents opportunities to differentiate instruction.
<b>ESL/ELL Support</b>	ESL/ELL Support provides activities to help students develop their background knowledge, vocabulary concepts, discussion skills, enunciation, and oral-reading skills.
<b>Instructional Design: Grades 4–5</b>	Good Habits, Great Readers Shared Reading lessons in Grades 4–5 include three strategy-based Focus Lessons each week. Each lesson provides thirty to forty-five minutes of whole-class and individual instruction. Teachers use a read-aloud to introduce the featured reading strategy. The students then explore and practice the strategy using text from the Student Reader. The program also includes weekly Mini-lessons and an end of the week Wrap Up.
<b>Focus Lessons</b>	In Grades 4–5, each of the three weekly Focus Lessons explores a habit or strategy used by great readers. The Focus Lesson follows the Gradual Release of Responsibility model where the responsibility for task completion shifts gradually over time from teachers to students. Begin lessons with explicit modeling for the students, transition to supported partner work with them, and finally move them to where they can independently apply the habit or strategy that the teacher modeled.
<b>Mini-lessons</b>	In Grades 4–5, there are two skills-based Mini-lessons that can be included in the instructional week. Within each Mini-lesson, there are multiple suggested lessons that can be used across the entire week. They cover a variety of reading skills such as Fluency, Word Study, Writer's Craft, and Nonfiction Text Features and Structures.
<b>Wrap Up</b>	<p>The end-of-week Wrap Up is a collection of activities for Grades 4–5 that help tie together weekly concepts and review the importance of each strategy. The Wrap Up provides an opportunity to informally assess students' understanding of the strategies they learned during the week.</p> <p>Each week, teachers can also use the activities in the Write About It feature as an extended writing response opportunity to help students prepare for class, district, and state tests.</p>
<b>5-Day Planner</b>	The 5-Day Planner for Grades 4–5 provides an easy way to preview and plan for the Focus Lessons and Mini-lessons for the week. The planner identifies the comprehension strategy or reading habit. It also

references the Teacher Modeling text that can be used to model each lesson’s strategy and identifies the Student Reader for the unit. The connections to the DRA2 Focus for Instruction help link assessment to instruction.

This planner provides a suggested pacing to carry out the three Shared Reading Focus Lessons and tasks throughout each week. It also shows pacing suggestions for Guided Reading and Writing for the week. Teachers can choose to follow the suggested pacing or pace the lessons in a way that works best for their own instructional routine.

The second page of the planner includes the week’s Mini-lesson Options. Each week of instruction includes two skill-based Mini-lessons that are designed to be incorporated into the instructional week. These are brief lessons on a major reading concept that can be used for whole-class or small-group instruction.

<b>Shared Reading Lesson: Grades 4–5</b>	Take a moment to look at the components found in a Shared Reading lesson in Grades 4–5. Turn to any Shared Reading lesson in Grades 4–5. The following sections explain the various components found on the lesson pages, including Focus Lesson, Lesson Objectives, Materials, Introduce the Strategy, and more.
<b>Focus Lesson</b>	Each Focus Lesson topic supports the week’s featured comprehension strategy or reading habit.
<b>Lesson Objectives</b>	Lesson Objectives provide expectations for students in language consistent with many state standards.
<b>Materials</b>	The Materials section identifies the texts and graphic organizers that are used for teacher modeling and student application. Some of these materials can be found on the Teacher Resource CD.
<b>Introduce the Strategy</b>	Introduce the Strategy provides clear instructional support. This support helps present an explanation of the day’s focus strategy in a way that students can understand.
<b>Talk Together</b>	Talk Together are critical-thinking prompts and discussion questions. These are presented in an easy-to-skim, bulleted format. Use the scaffolding provided by these prompts to help students apply the modeled strategy. Student interaction during this activity helps them develop a greater understanding of the lesson content.
<b>Review and Reflect</b>	Review and Reflect gives ideas to review and reinforce the featured comprehension strategy or reading habit.
<b>Graphic Organizer</b>	In most Focus Lessons, a graphic organizer is incorporated into both teacher modeling and Apply the Strategy. These help students organize their ideas and monitor their thinking. There is also a printable copy of the graphic organizer in the Teacher Resource CD.
<b>Modeling in Action</b>	Modeling in Action is a developmentally-appropriate think-aloud in scripted form. These think-alouds were created through the research and classroom experience of master teachers.

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<b>Teacher Tips</b>	Teacher Tips are professional development tips that correlate directly to the modeling and act as a built-in coach. These tips clarify the purpose behind the instructional direction taken in the think-aloud.
<b>My Notes</b>	My Notes is an area provided in the Teacher Guide for teachers to write down notes that personalize the lesson. They can also use the space to write down ideas they would like to use for future lessons.
<b>Apply the Strategy</b>	Apply the Strategy gives students the opportunity to apply the day's focus strategy to a different piece of text.
<b>Review</b>	This guide examined the definition, goals, and instructional design of Good Habits, Great Readers Shared Reading. It also discussed the 5-Day Planner and the components of a Shared Reading lesson for Grades K-3 and 4-5.

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