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# Shared Reading Lessons for Fourth, Fifth, and Sixth Grade English Language Learners

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SHARED READING LESSONS FOR FOURTH, FIFTH, AND SIXTH GRADE  
ENGLISH LANGUAGE LEARNERS

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education  
Master Teacher  
By  
Erin Marie Goin  
July 2009



## ABSTRACT


### SHARED READING LESSONS FOR FOURTH, FIFTH, AND SIXTH GRADE ENGLISH LANGUAGE LEARNERS

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By

Erin Goin

July 2009



This project explains what shared reading is and how it fits into balanced literacy. It explores the benefits of shared reading for English language learners and things the teacher should consider when teaching them. The project includes a collection of shared reading lesson plans for teachers of fourth, fifth and sixth grade ELL students. It explains what shared reading is, materials needed, possible texts, and skills and strategies that can be taught in a lesson. This guide is intended to help teachers of fourth, fifth and sixth grade ELL students teach shared reading lessons in their classrooms.

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## CHAPTER I

### INTRODUCTION

Shared reading is an approach in which all students and the teacher are able to see the text, similar to a parent sharing a bedtime story with a child. The teacher reads aloud as students follow, or they may join in. One purpose of shared reading is to model comprehension skills and strategies. The skill or strategy on which a lesson focuses is based on student need, and the text is chosen based on that purpose (Brown, 2004). Shared reading is part of balanced literacy.



Balanced literacy includes daily shared reading as well as guided reading, read aloud, and independent reading. The purpose is to help students become independent readers through the gradual release of responsibility (Pearson & Gallagher, 1983). The release of responsibility is often referred to as “to, with and by” (Mooney, 1990). Students are read to during read aloud. During this time the teacher reads a book two or three levels higher than the students’ level (Cappellini, 2005). Reading with the students happens during shared reading and guided reading. During shared reading the teacher reads a text all children are able to see while stopping to model skills and strategies. Students read along and discuss the text (Brown, 2004). During guided reading a small group of students reads a text at their instructional level with teacher assistance (Cappellini, 2005). Reading by the students takes place during independent reading. During independent reading, students choose a text at their



independent level to read on their own while the teacher confers with a child one on one (Cappellini, 2005).

English language learners are not meeting grade level expectations in reading. By the fifth grade there is large gap between them and their native English-speaking peers (Keiffer, 2008). Research shows that reading to students in their second language can help bridge the gap (Wallace, 2008).

### Purpose

The purpose of this study was to develop a collection of shared reading lesson plans for teachers of fourth, fifth, and sixth grade English language learners. In the author's school district there is no adopted curriculum for shared reading and planning it can be time consuming and challenging for teachers. This project will give teachers examples of shared reading lessons which focus on a variety of different reading skills and strategies. Also, there is a large gap between English language learners and students whose first language is English in reading. English language learners start school already behind their native English-speaking peers. Another goal of this project is to design shared reading lessons to use with ELL students in order to close the gap and help them meet grade level expectations in reading.

### Scope

This project will be a compilation of shared reading lessons created for students in the fourth, fifth, and sixth grade ELL classrooms. However, as most students in the centers are reading at second and third grade level, it would be appropriate for any student reading at that level, including those with disabilities,

since strategies effective with ELL students are also effective with students in the mainstream classroom.

#### Limitations

This project will not be applicable to students in the mainstream fourth, fifth, and sixth grade classroom as they would need shared reading lessons at a higher level.

#### Definition of Terms

Background knowledge: the knowledge one has about a topic, which they have gained from personal experiences, knowledge of the world and texts (Fountas & Pinnell, 2001).

Balanced literacy: A framework for teaching reading and writing in which students become independent readers and writers through the gradual release of responsibility (Pearson & Gallagher, 1983).

Big Book: An enlarged version of a book (Payne, 2005).

Independent Level: The text a student is able to read with 95-100 percent accuracy (K-10 grade, 2009).

Intervention: Exercises aimed at improving knowledge (McLaughlin, 2000).

ELL: English Language Learner (Highline School District, 2009).



ELL Classroom: A classroom in which students with beginning levels of English develop language and receive instruction in reading, writing, and math (Highline School District, 2009).

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Shared Reading: Shared reading is an approach where all students and the teacher are able to see the text. The teacher reads aloud as students follow or they may join in. The purpose of the lesson is based on student need and the text is chosen based on that purpose. The purpose of the lessons includes modeling comprehension skills and strategies (Brown, 2004).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will be organized by topics related to shared reading. The first topic, *What is Shared Reading?*, explains shared reading and its purpose. Second, *What Does a Shared Reading Look Like?*, describes the process of shared reading. The third section addresses the components of balanced literacy. Fourth, the goals of shared reading are discussed. Next, the benefits ELL students receive from shared reading are noted. Finally, there are some things ELL teachers should consider when teaching shared reading.

#### What Is Shared Reading?

Shared reading is a part of balanced literacy. Balanced literacy includes opportunities for reading 'to' 'with' and 'by' students (Mooney, 1990). Balanced literacy supports students as they become independent readers. During shared reading, the teacher reads 'with' the students. The students and the teacher sit closely together and are able to see the text. The teacher reads aloud as students follow along or join in where they feel comfortable. The text is above the children's independent reading level (Parkes, 2000). Reading texts above the students reading level allows students to comprehend a text that would be too difficult for them to understand independently (Brown, 2004).

The main purpose of shared reading is to make meaning of the text. Another purpose of shared reading is to model comprehension skills and strategies. The skill or strategy modeled in a lesson is based on student need

and the text is chosen based on that purpose (Brown, 2004). Additionally, shared reading allows students to enjoy a text by listening to it read aloud (Brown, 2004).

### What Does a Shared Reading Lesson Look Like?

A shared reading lesson is similar to a parent reading a bedtime story to a child and it aims to recreate that experience in a classroom setting. The students are seated close together and able to see the text. Often students gather sitting on the carpet close to the teacher where they are able to view a big book or other text with large print. Teachers also may use a document camera and have students pull up their chairs so they are gathered together and able to view the screen. Students are seated together so that the support and interaction are very focused. Sitting close together and working together also builds a sense of community (Brown, 2004). One learns to read by not only working with a text, but also working with other people (Brown, 2004)

Then, the teacher introduces the students to the text. The teacher reads the title, discusses the cover, and asks students to predict what the text is about. It is very important to activate background knowledge on the topic. New information must be linked to background knowledge in order for learning to occur (Echevarria, Vogt, Short, 2004). If the students know little about the topic, the teacher first builds knowledge on the topic before beginning the reading (Brown, 2004). The teacher may also state the purpose of the lesson during the introduction.

Next, the text is read aloud by the teacher. While reading, the teacher pauses to model and teach skills and strategies. The teacher will also stop to allow discussion time. The teacher may have students turn and talk with a partner and try on the strategy the teacher has modeled. Partner talk promotes oral language development and peer support (Brown, 2004). Pausing should be fairly short so the flow of the story is not interrupted and students do not lose meaning of the story.

The shared reading is wrapped up by discussing what the reader is still wondering about and determining how the reader could learn more about the topic. The final part of shared reading should also include a reminder to use the strategy during independent reading.

#### How Does Shared Reading Fit into Balanced Literacy?

Balanced literacy is a reading and writing framework. The goal of the approach is to help students become independent readers and writers by slowly giving them more responsibility (Pearson & Gallagher, 1983). The program consists of activities in which the teacher reads and writes 'to' the children, 'with' the children, and the children read and write 'by' themselves (Mooney, 1990). During the 'to' activities, the teacher takes on the responsibility of making meaning of the text or writing the text. In the 'with' activities, the children and the teacher share the responsibility of making meaning or composing the writing piece. During the 'by' activities, the students take on the full responsibility of the writing or reading. The reading activities include, read aloud, shared reading,

guided reading and independent reading. The writing activities include shared writing, interactive writing, writer's workshop, and independent writing.

### *Read Aloud*

During the read aloud the teacher reads 'to' the children. During read aloud the teacher takes on most of the responsibility of handling the text.

Students gather on the carpet close to the teacher. Older students sit on the carpet as well to keep them focused and foster a feeling of community. Read aloud gives students exposure to various texts and genres (Fountas & Pinnell, 2001). It begins with previewing the book, making predictions and connecting to background knowledge (Fountas & Pinnell, 1996). While reading, the teacher pauses to discuss and model thinking to show what successful readers do as they read. The pauses should be short in order to avoid disrupting the story's flow and causing students to lose meaning (Fountas & Pinnell, 2001). The teacher also has students turn and talk with partners and share with the whole group. Reading aloud helps students build a love of reading and also builds a sense of community in the classroom. It also exposes students to a variety of literature and information that would be too difficult for them to comprehend on their own. Lastly, it provides exposure to English (Gusman, 1999) and fluent reading (Brown, 2004).

### *Shared Reading*

In shared reading the teacher reads 'with' the children. During this part of balanced literacy the teacher releases a bit more of the responsibility to the children than in read aloud. Children sit closely together so that all eyes are on

the same text. This encourages a feeling of community in the classroom. It also helps students participate and construct meaning with the group (Brown, 2004). As the teacher reads aloud, the students follow silently and participate in the reading when they feel ready. The teacher also leads the discussion and models skills and strategies through think aloud. Thinking aloud shows the students what successful readers do as they read. Research shows that students do not learn comprehension strategies by reading alone. When students are clearly taught the comprehension processes expert readers use, it positively impacts their reading achievement by improving their comprehension (Pressley, 2006). When students are ready, they can try the strategy with the support of the teacher (Brown, 2004). When students use the strategies with the help of the teacher, they learn the strategies they need to make meaning of text when they read independently (Parkes, 2000).

### *Guided Reading*

Students read 'with' the support of the teacher during guided reading. It takes place within a small homogeneous group (Fountas & Pinnell 2001). Each student has his or her own copy of the text, which is one level above the independent reading level. They read a short part of the text silently and use skills and strategies they learned during read aloud and shared reading with help from the teacher when necessary. Students stop to discuss text and share thinking before going on to read another short part of the text (Cappellini, 2005). A typical lesson is about fifteen to twenty-five minutes. Guided reading helps

students build the skills and strategies successful readers use (Fountas & Pinnell 2001).

### *Independent Reading*

During independent reading, students read 'by' themselves. Independent reading is the part of balanced literacy where the students receive the least amount of support. They read texts at their independent level, which they have chosen by themselves (Fountas & Pinnell, 2001). When students read books, which are at their appropriate level, it builds their confidence (Cappellini, 2005). Independent reading is the component of balanced literacy during which students try out skills and strategies that have been taught during read aloud, shared reading and guided reading. During independent reading, teachers meet with individual students to confer. Conferences give teachers the opportunity to assess where the readers are and what the next instructional step should be (Cappellini, 2005). Independent reading gives students time to read, which helps them become better readers and increases their academic vocabulary (Cappellini, 2005).

### *Shared Writing*

During shared writing the teacher and students work together to write a text, often a story or message. The students come up with the topics and the teacher does the writing. The writing is put up in the room so students can refer to it and reread it in the future (Calkins, 1994). Shared writing shows students the writing process and how practiced writers work through it (Payne, 2005).

Students learn writing behaviors, conventions, brainstorming, how to narrow a topic, word selection, and spelling (Frank, 2003).

### *Interactive Writing*

During interactive writing the teacher and the class compose a text together. They also decide the topic of the piece together. The difference between shared and interactive writing is that students take on more responsibility by spelling the words, and they may record part of the text. They may write a story, poem, list, or retell a story they have read during read loud or shared reading. The piece of writing is displayed in the classroom for students to read (Calkins, 1994). Through interactive writing students learn spelling, conventions, and word patterns (Frank, 2003).

### *Writer's Workshop*

Writer's workshop provides students with time to write independently. The workshop is divided into time frames for various writing purposes. It begins with a mini-lesson on a specific skill, which lasts about 15 minutes. Next, the teacher determines the status of the class. The status of the class gives the teacher the opportunity to find out which stage of the writing process each student is in and only lasts a couple of minutes. Third, is the writing activity, in which students work through the stages of the writing process. The activity typically lasts about thirty minutes. The last part is sharing. During this time period students share finished or unfinished pieces with a small or large group for approximately 10 minutes (Frank, 2003). Writer's workshop provides daily writing practice, builds community, and teaches writer's craft and conventions (Fountas & Pinnell, 2001).



### *Independent Writing*

Independent writing is time for students to work through the writing process on their own without the teacher. Students write and sketch about a topic of their own choosing, often in a journal (Frank, 2003). Other times they may be drafting, revising, editing, or publishing. Independent writing teaches students the writing process, writing skills and strategies, how to communicate through writing, and how to write in a variety of genres (Fountas & Pinnell, 2001).

### What Are the Goals of Shared Reading?

The first goal of shared reading is for students to experience the pleasure of reading (Mooney, 1990). The second goal is for the students to observe the teacher using skills and strategies successful readers use, which they can later use independently (Parkes, 2000). Research shows that teaching students skills and strategies significantly improves their reading achievement (Pressley, 2006). The third goal of shared reading is to assist children in making meaning of a text that would be too difficult for them to handle on their own (Brown, 2004). The fourth goal is to introduce students to various texts and text structures (Brown, 2004).

### Benefits of Shared Reading for ELLS

English language learners will gain a lot from shared reading. Shared reading encourages oral language development (Parkes, 2000). Through shared reading, vocabulary and syntax are modeled. Students also are encouraged to discuss the text with a partner and or the whole group (Parkes, 2000).

Science, health and social studies curriculum are aligned with grade level expectations, while students are often reading at only a second or third grade level. The curriculum would be too difficult for them to make meaning on their own. Shared reading allows them to access the text with the support of the teacher (Brown, 2004). It gives them the opportunity to learn the same content as their native English speaking peers.

Most intermediate ELL students are not fluent readers. Researchers have found that shared reading improves fluency (Brown, 2004). It provides students with a model of fluent reading and the same text is often reread.

During shared reading, the teacher models the flow of English (Gusman, 1999). For most ELL students, school is the only place they hear an expert reader of English. Through literature, they experience more formal English than in their everyday lives (Cappellini, 2005).

Shared reading also explicitly teaches students the skills and strategies expert readers use when the teacher thinks aloud. Students do not learn comprehension strategies just by reading. Comprehension improves greatly when students are clearly taught the comprehension processes expert readers use (Pressley, 2006).

#### ELL Considerations

There are many things a teacher must think about when teaching a shared reading lesson to ELLs. First, the teacher should choose texts with illustrations when possible. Illustrations help students to visualize in their minds and better comprehend the text (Cappellini, 2005).

Teachers should also select texts that reflect students' cultural background. Studies show students are able to comprehend text better when it reflects their background (Gusman, 1999).

To make students feel more comfortable, the teacher should allow students to talk with a partner before sharing with the whole group. Sharing with a partner gives the child a safer environment in which he/she can practice before sharing with the group.

After a child shares with the whole group, the teacher should paraphrase what was said, in order to model correct English (Echevarria, et al. 2004).

## CHAPTER III

### PROCEDURES OF THE STUDY

#### Background

The purpose of this study was to develop a collection of shared reading lesson plans for teachers of fourth, fifth and sixth grade ELL students. Most ELL students are about two years behind in reading. The social studies, health and science curriculum is too difficult for them to make meaning of on their own. Shared reading gives them access to the curriculum and also improves their reading. This guide will explain what shared reading is and include examples of shared reading lessons to use with fourth, fifth and sixth grade ELL students.

#### Procedures

This project includes the review of literature from books from the libraries of Central Washington University and Beverly Park Elementary School. The author chose literature that discusses what shared reading is, how it fits into balanced literacy, how it is effective, and how it improves literacy achievement for ELLs. The author reviewed texts for the lessons to see which skill or strategy could be taught with that text.

A guide of shared reading lesson plans for teachers of fourth, fifth and sixth grade ELL students was created. The guide explains what shared reading is, materials teachers need, possible texts, and skills and strategies that can be taught in a lesson. It also includes examples of shared reading plans. The guide

is intended to help teachers of fourth, fifth and sixth grade ELL students teach shared reading lessons in their classrooms. The guide will be distributed to fourth, fifth and sixth grade ELL teachers in the Highline School District.

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## CHAPTER IV

This guide includes a collection of shared reading lesson plans for teachers of fourth, fifth, and sixth grade English language learners. It explains what shared reading is, materials you need, possible texts, and skills and strategies that can be taught in a lesson. It also includes examples of shared reading plans. This guide is intended to help teachers of fourth, fifth, and sixth grade ELL students teach shared reading lessons in their classrooms.

## Shared Reading:

### A Guide for Teachers of Fourth, Fifth, and Sixth Grade English Language Learners

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By:  
Erin Goin  
Highline School District

## Introduction

Thank you for your interest in teaching shared reading to your fourth, fifth, and sixth grade English language learners!

The goal of this guide was to introduce teachers to shared reading and provide them with some example lessons. My hope is that after reading the guide and teaching a couple of the example lessons, you could then create your own shared reading lessons.

The lessons in this guide can be done in any order. Also, you may choose to do only some of the lessons. Shared reading lessons are based on the needs of students. Your class may need some of these lessons or all of them. Don't expect your students to have mastered the skill after just one lesson. Practice the same skill with as many texts as necessary.

Enjoy!

Sincerely,

Erin Goin



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## Materials

- An overhead projector or document camera and screen
- Text
- Sticky notes
- Chart paper
- Pens

## Possible Texts for Shared Reading

I often choose to do a shared reading from our science, social studies, or health curriculum. The curriculum is at least a fourth grade level and it is very difficult for students to make meaning of the text on their own, so shared reading makes the content accessible.

Sue Brown recommends the following:

- Big books
- Posters, charts
- Poems, songs, diagrams
- Shortened enlarged texts from longer texts. Such as novels, articles, short stories or text books
- Newspaper and magazine articles
- Electronic and visual texts
- Students' writing (Brown, 2004)

## Strategies and Skills to Model During Shared Reading

There are many purposes for a shared reading lesson. The purpose can be anything students need in order for them to be successful independent readers. Here are some examples of what a teacher could model during a shared reading lesson:

- **Inferring-** To understand something not directly stated in the text by using background knowledge and clues from the text.
- **Drawing conclusions-** To make meaning of the text using information in the text and background knowledge to make conclusions.
- **Nonfiction text features-** The characteristics of nonfiction text. For example, bold print, titles, subheadings, captions, maps, labels, glossary, index, and diagrams.
- **Questioning-** Asking questions before, during and after reading and locating the answers in the text while reading.
- **Rereading-** Reading twice or more when the text is not understood. Readers should stop about every page and ask themselves if they understood what they just read. If the answer is no, the reader rereads.
- **Summarizing-** Figuring out the important parts of the text and putting it into your own words.
- **Author's purpose-** Determining why the author wrote the text. Authors write to entertain, inform or persuade.
- **Main idea-** Figuring out the gist of the text.
- **Compare and contrast-** Figuring out the similarities and differences between two things.

- Visualizing- Picturing the story in your mind.

The teacher chooses what to teach based on what the students need; however, every lesson should include the following: predicting, making connections, and evaluating the text (Cappellini, 2005).

### Features of a Shared Reading Lesson

- All students and the teacher are able to see the text.
- The teacher reads aloud as students follow or they may join in.
- Students are assisted in making meaning of the text.
- The purpose of the lesson is based on the needs of the students.
- Teacher selects text based on the purpose.
- The text has some helps, supports, and challenges.
- Teacher and students discuss to make meaning of the text

(Brown, 2004)

### Steps of a Shared Reading Lesson

The first step is grouping the students so they are seated close together and can see the text. Often students gather sitting on the carpet close to the teacher where they are able to view a big book or other text with large print. Teachers also may use a document camera. When I do, I have found that it works best for me to have the students pull up their chairs so they are near me and able to view the screen. They have a hard time viewing the screen if they are on the carpet.

Then, introduce the students to the text. Read the title, discuss the cover, and ask students to predict what the text is about. It is very important to activate

prior knowledge on the topic. New information must be linked to prior knowledge in order for learning to occur (Echevarria, Vogt, Short, 2004). If the students know little about the topic, the teacher first builds knowledge on the topic before beginning the reading (Brown, 2004). The teacher may also state the purpose of the lesson during the introduction.

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Next, the text is read aloud by the teacher. While reading, the teacher pauses to model and teach skills and strategies. The teacher will also stop to allow discussion time. The teacher may have students turn and talk with a partner and try on the strategy the teacher has modeled. Pausing should be fairly short so the flow of the story is not interrupted.

The shared reading is wrapped up by discussing what am I still wondering about and how could I learn more about the topic. The final part should also include a reminder to use the strategy during independent reading.

**Focus:** Nonfiction text features- The characteristics of nonfiction text. For example, bold print, titles, subheadings, captions, maps, labels, glossary, index, and diagrams.

**Reading GLE:** 2.2.2

**Text:** Pelz, R. (1997) Discovering Washington. Chapter 4: Coastal people.

Layton, UT: Gibbs Smith

**Materials:** text, projector and screen

**Before Reading:** Preview the text. Look at the pictures and read the captions. Also, read the title of the chapter and the subheadings. Ask students what they know about Coastal People and other Native American groups. Ask them what they think they will learn from this text. Tell them that as we read today we are going to use the text features to help us understand the text.

**During Reading:** Stop to talk about how captions explain the pictures, how subheadings tell you what you will find out in that part of the text, and how bold print words are in the glossary.

**After Reading:** Remind students that every time they read nonfiction texts, they should use the features to help them make meaning.

**Focus:** Compare and contrast- Figuring out the similarities and differences between two things.

**Reading GLE:** 2.3.1 and 3.4.3

**Text:** Pelz, R. (1997) Discovering Washington. Chapter 5: Plateau people.  
Layton, UT: Gibbs Smith.

**Materials:** text, chart of a Venn diagram, projector and screen

**Before Reading:** Preview the text. Look at the pictures and read the captions. Also, read the title of the chapter and the subheadings. Ask students what they know about Plateau People and other Native American groups. Ask them what they think they will learn from this text. Tell them that your focus today is to compare and contrast chapter 4 Coastal People and chapter 5 Plateau People. Explain to them that this strategy helps us better comprehend the two texts.

**During Reading:** Stop after each section to discuss how the Plateau and Coastal people are similar and different. As you discuss, chart on the Venn diagram.

**After Reading:** Remind students to compare and contrast texts when possible to better understand the texts.

**Focus:** Author's purpose- Determining why the author wrote the text. Authors write to entertain, inform or persuade.

**Reading GLE:** 2.4.2

**Text:** Nosebleed Know How. (2009). The Great Body Shop, p.4.

**Materials:** text, projector and screen

**Before Reading:** Preview the text. Look at the pictures and read the speech bubble. Also, read the title of the article. Ask students if they or someone they know has ever had a nosebleed. Ask them what they think they will learn from this text. Tell students the focus of the lesson today is author's purpose. The author's purpose is the reason the author wrote the text. Authors write to inform, entertain, or persuade.

**During Reading:** Remind them to be thinking of the author's purpose.

**After Reading:** Ask students what they think the author's purpose is and what about the text leads them to think that. Conclude the lesson by reminding students to determine the author's purpose every time they read.



<b>Focus:</b> Main idea- Figuring out the gist of the text.
<b>Reading GLE:</b> 2.1.3
<b>Text:</b> Aardema, V. (1991) <i>Borreguita and the coyote: a tale from Ayutla, Mexico.</i> New York, NY: Scholastic, Inc.
<b>Materials:</b> text, projector and screen
<b>Before Reading:</b> Tell students that today we will be reading a folktale. Read the title and preview the text. Ask students to predict what the text will be about. Ask students what they know about folktales. Tell students that today we will be focusing on the main idea of the story. The main idea is the gist or most important idea of the story.
<b>During Reading:</b> Stop to discuss after, "She crawled under the ledge and lay on her back, bracing her feet against the top." Ask the students if the lamb or the coyote is stronger and what happened in the text that makes them think that. You may want to model and say I think the lamb is stronger because she was able to trick the coyote so he didn't eat her when she told him to eat her after she had fattened up.
<b>After Reading:</b> Ask students what the main idea of the story is. Remind them that the main idea is the most important idea of the story. To conclude the lesson, tell them to remember to be thinking of the main idea every time they read.

**Focus:** Drawing conclusions- To make meaning of the text using information in the text and background knowledge to make conclusions.

**Reading GLE:** 2.4.1

**Text:** Aardema, V. (1991) Borreguita and the coyote: a tale from Ayutla, Mexico. New York, NY: Scholastic, Inc.

**Materials:** text, projector and screen

**Before Reading:** Tell students that today we will be reading a folktale. Read the title and preview the text. Ask students to predict what the text will be about. Ask students what they know about folktales. Tell students that today we will be focusing on drawing conclusions.

**After Reading:** Ask students what conclusions they can draw about the lamb and the coyote. How does the lamb outsmart the coyote? To conclude the lesson, tell them to remember to draw conclusions every time they read.

<b>Focus:</b> Questioning- Asking questions before, during and after reading and locating the answers in the text while reading.
<b>Reading GLE:</b> 2.1.6
<b>Text:</b> Howels, S. (2004) Making sense of your senses. Pelham, NY: Benchmark Education Company.
<b>Materials:</b> text, projector and screen
<b>Before Reading:</b> Read the title and preview the text. Ask students to explain the five senses and to predict what the text will be about. Tell students that today we will be focusing on asking questions as we read. Good readers ask questions before, during and after they read in order to understand the story better. Ask students what they are wondering. You may want to chart student questions.
<b>During Reading:</b> Stop to discuss after every few pages. Ask students what they are wondering. Also, ask if any of their previous questions were answered. You may want to chart their questions and answers.
<b>After Reading:</b> To conclude the lesson, tell them to remember to ask themselves questions every time they read.

**Focus:** Summarizing- Figuring out the important parts of the text and putting it into your own words.

**Reading GLE:** 2.1.7

**Text:** Mann, R. (2002) Desert life. New York, NY: Scholastic, Inc.

**Materials:** text, projector and screen

**Before Reading:** Read the title and preview the text. Ask students what they know about deserts. Ask if they have ever been to the desert. Tell students that today we will be focusing on summarizing. Stopping to summarize as we read helps us remember what we have read. When we summarize, we only tell the main parts.

**During Reading:** Stop to summarize after each chapter. Model summarizing for the first few chapters and then turn it over to the students.

**After Reading:** To conclude the lesson, tell them to remember to summarize every time they read.

**Focus:** Inferring-To understand something not directly stated in the text by using background knowledge and clues from the text.

**Reading GLE:** 2.1.5

**Text:** Salle, K.T. (2006). Daily life around the world. Chapter 2. Pelham, NY: Benchmark Education Company.

**Materials:** text, projector and screen

**Before Reading:** Read the title and preview the text. Ask them about what their daily life is like. Ask students what they know about daily life in Cambodia. Tell students that today we will be focusing on inferring. Stopping to infer as we read helps us to understand what we are reading. Inferring is reading between the lines. We have to use the clues the author gives us along with what we already know to learn more about the text.

**During Reading:** Stop after reading page 11. Tell students that in the text it says it rains a lot in Cambodia and that rice grows in wet fields. What can we infer from these clues? We can infer that rice is a good thing to grow in Cambodia because it rains a lot and rice needs to grow in wet fields. After reading page 13, ask students what they can infer from these two clues: 1. Khmer people live in villages with no electricity. 2. The schools use solar panels in order to run computers and light. We can infer that education must be pretty important to Khmer people.

**After Reading:** To conclude the lesson, tell them to remember to look for clues and infer every time they read.

**Focus:** Rereading- Reading twice or more when the text is not understood.

Readers should stop about every page and ask themselves if they understood what they just read. If they answer is no, the reader rereads.

**Reading GLE:** 2.1.6

**Text:** Viruses, bacteria and fungi. (2009). The Great Body Shop, p. 3.

**Materials:** text, projector and screen

**Before Reading:** Preview the text. Look at the pictures and read the speech bubble. Also, read the title of the article. Ask students what they know about viruses, bacteria and fungi. Ask them what they think they will learn from this text. Tell students the focus of the lesson today is to reread. Tell them that when good readers read, they stop and ask themselves if they understand what they have read. When they don't understand, they go back and reread

**During Reading:** Stop after the second paragraph and model. Ask yourself if you understood what you just read. Then tell the students you are confused and go back and reread. Read the rest of the article.

**After Reading:** Ask students if they understood the last three paragraphs of the article. If they are unsure, go back and reread. To conclude the lesson, tell them to remember to reread when you do not comprehend the text.

<b>Focus:</b> Visualizing- Picturing the story in your mind.
<b>Reading GLE:</b> 2.2.6
<b>Text:</b> Van Leeuwen, J. (1992) Going West. New York, NY: Penguin Books USA Inc.
<b>Materials:</b> text, projector and screen
<b>Before Reading:</b> Read the title and preview the text. Ask students what they know about pioneer life. Ask them if they have ever moved and what it was like. Tell students that today we will be focusing on visualizing. Stopping to visualize as we read helps us remember what we have read.
<b>During Reading:</b> Stop to visualize after, "We had crossed the river." Model for students by telling them what you see in your mind and then turn it over to them. Stop to visualize after, "Thank goodness you're safe,' she said." Ask students if they can picture the storm. Stop to visualize after, "Papa tied a rope from the house to the stable so he could feed the animals." Ask students to visualize papa going out to feed the animals in the deep snow.
<b>After Reading:</b> To conclude the lesson, tell them to remember to visualize every time they read to better understand the story.

## Helpful Resources

Brown, S. (2004) Shared reading for grade 3 and beyond: working it out together.

Wellington, New Zealand: Learning Media Limited.

Fountas , I., Pinnell, G.S. (2001) Guiding readers and writers. Portsmouth, NH:

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Fountas , I., Pinnell, G.S. (1996) Guided reading: good first teaching for all

children. Portsmouth, NH: Heineman.

Mooney, M. E. (1990) Reading, to, with and by children. Katonah, NY: Richard C.

Owen Publishers.

Parkes, B (2000) Read it again! Revisiting shared reading. Portland, ME:

Stenhouse.

Payne, C. (2005) Shared reading for today's classroom. New York, NY:

Scholastic Inc.

Pressley, M. (2006) Reading instruction that works: the case for balanced

teaching. New York, NY: Guilford Press.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This purpose of this study was to develop a collection of shared reading lesson plans for teachers of fourth, fifth, and sixth grade English language learners.

Sources for this project include literature from books by authors who are experts in reading and/or ELL. The literature supported the theory that shared reading is effective with English language learners. The guide was created to be a resource on shared reading for teachers of ELL.

#### Conclusions

The shared reading lessons were created to teach reading skills and strategies to fourth, fifth, and sixth grade ELL students. The texts were chosen to not only to teach these skills and strategies, but also to give students the opportunity to access grade level social studies, science, and health content. I also included texts that reflected the cultural backgrounds of my students.

Possible next steps would be to research more about balanced literacy, as shared reading is just one component.

#### Recommendations

Recommendations would be that teachers use the guide to teach shared reading lessons that focus on the specific needs of their students. The teacher does not need to teach all lessons in the guide, but can teach the lessons that fit the needs of the students.

Also, one shared reading lesson will probably not be sufficient for students to master the skill or strategy on which the lesson focuses. The teacher can then create similar lessons with the same focus with other texts.

I also recommend that the teacher group students close together regardless of how old they are. When I did shared reading with students at their desks, the students who were not in front tuned out. I was skeptical about sitting them on the floor, but I had better participation when I did. The students got used to it, and I definitely think they got more out of the lesson this way. Also when using the overhead, I have them group their chairs around the screen as they cannot see when seated on the floor.

I found that anything longer than 20 minutes is too long for a shared reading lesson. When my lessons go longer, I break them up in 20 minute chunks over several days.

Shared reading is just one component of balanced literacy. I strongly recommend that teachers incorporate the other components as well. The books listed in the resources section of the guide would be helpful to further implement balanced literacy in their classrooms.

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