

**Launching Read Aloud/ Shared Reading and Accountable Talk:  
Establishing Deep Readers and Talkers  
A Suggested First 20 Days of Intermediate Shared Reading 2008-2009**



<b>Week's Focus</b>	<b>Day</b>	<b>Mini-lesson Title</b>	<b>Teaching Points after read aloud/ shared reading</b>	<b>Possible Resource(s)</b>
<b>Deep readers think</b>	1	What reading is and isn't	<ul style="list-style-type: none"> <li>• Differentiating between reading and not reading</li> <li>• Modeling reading with fluency and accuracy but without comprehension</li> <li>• Having students evaluate, using rubric (poor, good, outstanding), and then asking questions to discuss importance of comprehension</li> </ul>	
	2	Reading is combining text and thinking	<ul style="list-style-type: none"> <li>• Modeling reading aloud with explicit reading and thinking (pointing to text vs. pointing to head)</li> <li>• Using analogy to demonstrate combining and "deep" reading (salad? sundae? snorkeling?)</li> </ul> <p><i>Possible chart: Metacognition</i></p>	McGregor
	3	Identifying kinds of thinking we can do as we read	<ul style="list-style-type: none"> <li>• Having students jot thinking on post-it notes during read aloud</li> <li>• Sharing out thinking notes and polling class on types of thinking possible when we're reading (baseline assessment of strategy work)</li> </ul> <p><i>Possible chart: Kinds of Thinking We Can Do About Books</i></p>	Post-it notes
	4	Exploring topics to think and talk about	<ul style="list-style-type: none"> <li>• Having students continue exploring different kinds of thinking on post-it notes during read aloud</li> <li>• Add to chart any new kinds of thinking not already posted</li> </ul>	
	5	Exploring topics to think and talk about (cont'd)	<ul style="list-style-type: none"> <li>• Having students continue exploring different kinds of thinking on post-it notes during read aloud</li> <li>• Encourage students to try out a kind of thinking that's new to them</li> </ul>	
<b>Deep readers talk</b>	6	Assessing our own book conversations	<ul style="list-style-type: none"> <li>• Providing time for students to talk without teacher support using teacher-selected prompt/question</li> <li>• Sharing noticings about conversation and discuss difficulties</li> </ul>	

	7	Identifying qualities of a good discussion	<ul style="list-style-type: none"> <li>• Considering someone in our lives with which we enjoy talking and considering why we enjoy them and what those conversations great</li> <li>• Jotting notes individually and sharing in small groups</li> <li>• Sharing out and discussing qualities</li> </ul> <p><i>Possible chart: What Makes a Great Conversation?</i></p>	
	8	Establishing conversation ground rules	<ul style="list-style-type: none"> <li>• Creating two webs of ideas around “listening” and “talking”</li> <li>• Having students record words/ ideas around these two words then choose and share two in small group.</li> <li>• Sharing out and categorizing</li> <li>• Using categories to create ground rules to be signed and posted</li> </ul> <p><i>Possible Chart: Our Ground Rules for Conversations</i></p>	
	9	Noticing our Participation	<ul style="list-style-type: none"> <li>• Discussing importance of participation in a great conversation (refer to Qualities chart)</li> <li>• Providing counters during discussion using teacher-selected prompt/question to monitor participation during read aloud, then moving counters when we participate.</li> <li>• Allowing students to reflect upon own participation on reflection sheet</li> </ul>	Reflection sheet (to be inserted into Strategy section of reading binder later)
	10	Trying on good conversation: Dress rehearsal	<ul style="list-style-type: none"> <li>• Using four step process for holding a great conversation using teacher-selected prompt/question: posing a question/idea; allowing wait time to think; building onto question/idea;</li> <li>• Fishbowling one partnership’s conversation to assess against qualities we’ve studied</li> </ul>	<u>Guiding Readers and Writers</u> , Pinnell
Deep readers solve problems	11	Even deep readers have problems	<ul style="list-style-type: none"> <li>• Modeling reading a shared text with various problems (i.e. stumbling over words, not knowing word meanings, unclear about content, ignoring punctuation)</li> <li>• Having students notice types of problems that got in the way of reading</li> </ul> <p><i>Possible chart: Types of Problems even Deep Readers Encounter</i></p>	
	12	Fixing up problems about words	<ul style="list-style-type: none"> <li>• Reading and troubleshooting, using a shared text, word-based problems: stumbling on pronunciation, not knowing word meanings, substitutions that don’t make sense in context, etc.</li> </ul> <p><i>Possible chart: Dealing with Problems As We Read</i></p>	

	13	Fixing up problems about the way it sounds	<ul style="list-style-type: none"> <li>• Reading and troubleshooting, using a shared text, fluency-based problems: reading too slowly/quickly, reading without intonation/ expression, reading without phrasing, reading without attention to punctuation</li> </ul> <i>Adding to possible chart: Dealing with Problems As We Read</i>	
	14	Fixing up problems about what the text is about	<ul style="list-style-type: none"> <li>• Reading and troubleshooting, using a shared text, content-based problems: content-specific vocabulary, lack of schema, etc.</li> <li>• <i>Adding to possible chart: Dealing with Problems As We Read</i></li> </ul>	
	15	Putting fix-up strategies to work	<ul style="list-style-type: none"> <li>• Having students offer suggestions, using previous lessons, to solving various problems in a shared text</li> </ul>	

Deep readers listen and respond	16	Valuing wait time	<ul style="list-style-type: none"> <li>• Jotting down thinking on post-it notes</li> <li>• Using “pass the hat” strategy for selecting one idea to discuss (students should choose one to read aloud, wait 10 seconds for a response, then inviting; continuing until conversation begins to wane and start over)</li> <li>• Discussing impact of wait time on thinking and conversation</li> </ul> <i>Add to Possible Chart: Our Ground Rules for Conversations</i>	
	17	Piggybacking and adding on to others’ thinking	<ul style="list-style-type: none"> <li>• Adding related ideas/ information instead of repeating same idea</li> <li>• Providing conversation stems to support this: <ul style="list-style-type: none"> <li>– I agree because...</li> <li>– I thought the same because...</li> <li>– I agree and I also think...</li> </ul> </li> </ul> <i>Possible Chart: Adding On To Others’ Thinking</i>	

	18	Disagreeing with others' thinking	<ul style="list-style-type: none"> <li>• Respectfully offering alternate ideas/ information</li> <li>• Providing conversation stems to support this: <ul style="list-style-type: none"> <li>– I disagree because...</li> <li>– I hear what you're saying but...</li> <li>– I think differently because...</li> </ul> </li> </ul> <p><i>Possible Chart: Disagreeing with others' thinking</i></p>	
	19	Clarifying others' thinking	<ul style="list-style-type: none"> <li>• Discussing confusion caused by others' thinking and need to make sure we understand each other</li> <li>• Providing conversation stems to support this: <ul style="list-style-type: none"> <li>– What I think I hear you saying is... Is that right?</li> <li>– I'm not sure I understand what you're saying.</li> <li>– Can you say that in a different way?</li> <li>– What makes you say that?</li> <li>– Could you say more about that?</li> </ul> </li> </ul> <p><i>Possible Chart: Clarifying others' thinking</i></p>	