



Shared Reading Professional Development Participant's Guide

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Welcome Notes

About This Course

Hampton City Schools' Language Arts department has revamped their curriculum framework to follow the Balanced Literacy method. The Balanced Literacy approach is research based and requires the teacher to include reading, writing and word study instructional methods in the classroom. In this approach, the teacher will use various methods of instruction that caters to the learner's interests and needs by using whole group, small group and individual teaching methods. This course will focus on the shared reading component of this approach.

Shared Reading is when teachers and students read a text together, and reading strategies are introduced using the gradual release model. The teacher will begin a read aloud and introduce the skill to be learned and model it in the text. Students can respond to the text in written form and should be discussed whole group so skills can be applied. The entire shared reading process follows the I do, We do, You do model, in which the teacher models the skill, the students work together with teacher supervision to apply the skill, and finally the students work individually.

This training course will address a quality improvement initiative. The Language Arts Department has created a three-year plan for implementation of the Balanced Literacy approach. For the 2017-2018 school year the focus is for teachers to implement shared reading in their classroom. This will ensure that instruction is meeting the needs of every student and all teachers are on the same page.

This course is designed to be completed in three instructor-led modules.

Delivery Setting: The course will be delivered in three sessions at the Hampton City Schools' Tarrant Elementary School in the Language Arts conference room.

Points

A total of 5 points will be awarded for this course. In order to receive points, educators will need to complete all 3 modules/classes throughout the course of this year:

- **Module 1**, What is Balanced Literacy? What is Shared Reading? (1.5 hours/points)
- **Module 2**, Critiquing and Writing a Shared Reading Lesson (1.5 hours/points)
- **Module 3**, Giving a Shared Reading Lesson/Shared Reading Lesson Critique (0.75 hours/points)

TOTAL FOR THE COURSE: 5 hours/points

Course Objectives

1. The learner will be able to identify the components of a shared reading lesson as evidenced by a written critique and analysis of a full modeled lesson.
2. The learner will be able to select appropriate short texts for Shared Reading and identify the skill that can be taught as evidenced by mapping out the skills on the text.
3. Objective: The learner will be able to write a lesson plan using the shared reading model as evidenced by posting a full lesson plan that will be used in their classroom.
4. The learner will be able to deliver a shared reading lesson as evidenced by submitting a video of a lesson performed in the classroom.

Participant Materials Required to Complete This Course

- Laptops or other devices (charged)
- Device capable of taking video
- Internet Access
- Sample Texts
- Google Classroom account (Every employee has an account already)

Criteria for Program Completion

In order to successfully complete the training participants must:

- Attend every course and participate in all the modules activities.
- Critique and Analyze example lessons
- Craft and execute a Shared Reading Lesson Plan and Live Lesson
- Videotape Live lesson and post to Google Classrooms
- Complete a Reflection on the entire process

Grading Scale

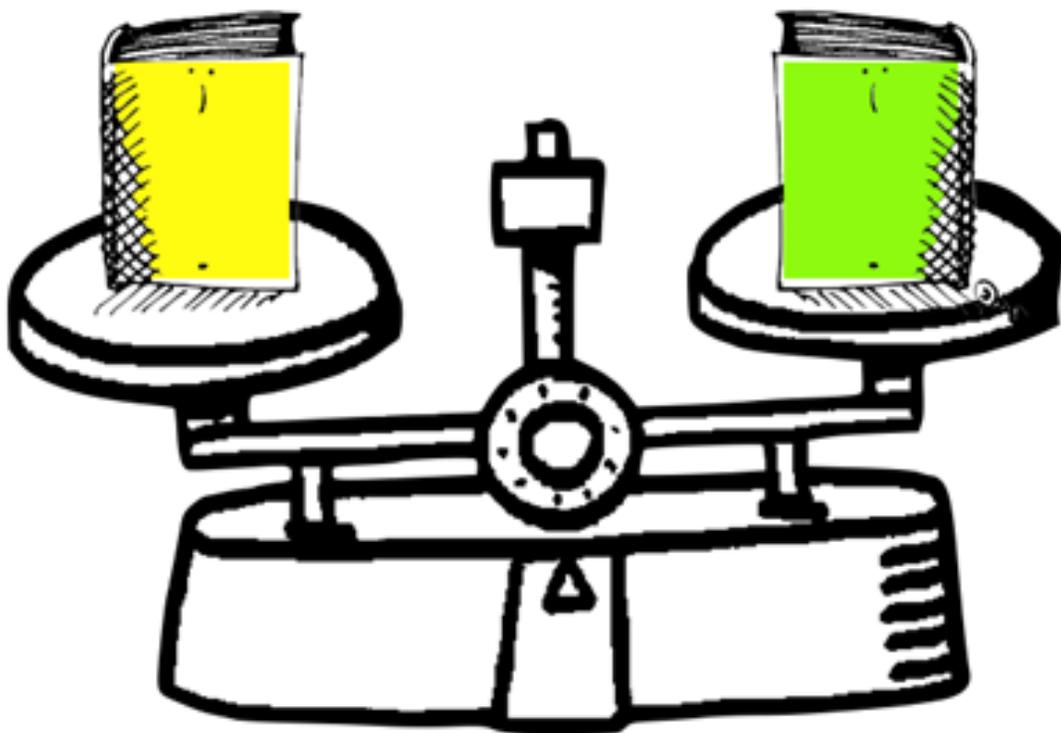
The following is the grading scale used for this training:

Pass: The participant has met all requirements for this course and participated in all module activities.

Fail: The participant did not meet the objectives for the course.

Incomplete: The participant did not complete all of the module activities.

Module 1: What is Balanced Literacy



Balanced Literacy

Class Length: 1.5 hours

Introduction

In this first module, you will be given an overview of the balanced literacy concept, district implementation plan and discussing the plan whole group.. You will need to join the class on Nearpod to participate in discussions. (<https://nearpod.com/>).

Objective: The learner will be able to identify the purpose and meaning of the Balanced Literacy concept with a focus on shared reading as evidenced by the creation of an Infographic to demonstrate understanding.

Materials Needed

- Participant's Guide
- Charged Laptop
- **Nearpod Class Code: BWHT0**
- **Google Classroom Class Code: ebqz393**

Module 1: Class Notes

Module 2: Critiquing and Creating a Shared Reading Lesson



Class Length: 1.5 hours

Critique Sheet

Directions: You will be viewing two video clips of teachers successfully implementing the Shared Reading Lesson. You will dissect and critique the videos below.

Teacher's Name:

Text Used:

Lesson Focus:

1. How did the teacher activate prior knowledge?
2. How did the teacher preview the text and introduce vocabulary?
3. What skill was defined for the text?
4. Did the teacher read the text and chart thinking based on the focused skill?
5. How did students and teacher's practice the skill together?
6. What collaborative strategies were implementing
7. How was the lesson closed and the student's assessed?
8. Was the lesson effective? How do you know?

Metacognitive and Comprehension Strategy: _____

Week of: _____

<p style="text-align: center;">Reading (30-45 min) Word Analysis, Metacognitive Strategies, and Comprehension Strategies</p>			
M	Word Analysis: (10 min) Intro	Shared Reading: (25 min) META & COMP (Intro and use with new text)	
T	Word Analysis: (10 min) Review	Shared Reading: (15 min) META & COMP (Review and use with same text)	Independent Practice: (20 min)
W	Word Analysis: (10 min) Review	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)
R	Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)
F	Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) META & COMP	Independent Practice: (20 min)

Module 3: Giving a Shared Reading Lesson and Reflection



Class Length: 75 minutes

Appendix

Balanced Literacy Handout

Read Aloud

Teacher reads text aloud while modeling and thinking aloud reading strategies.

- Develops vocabulary.
- Promotes a love for reading.
- Models fluent reading.
- Develops active listening.
- Demonstrates reading strategies using the think-aloud process while students listen.
- Engages students in thought-provoking discussions.
- Exposes students to higher-level text.

Shared Reading/Writing

Teacher and students read text together. Reading and writing strategies are introduced using the gradual release model.

- Provides explicit instruction through modeling reading and writing strategies.
- Provides time for students to respond to text in oral and written forms.
- Exposes students to reading text several times (1st read-teacher, 2nd read-choral read).
- Utilizes short, relevant text.
- Engages students in collaborative dialogue using turn and talk strategy.

Word Study

Teacher and students examine, discuss, and reflect upon the patterns and meaning of words. Students learn to transfer word knowledge to reading and writing. Instructional focus includes multisyllabic words, roots and affixes, synonyms, and antonyms,

- Develops decoding, spelling, and vocabulary.
- Provides differentiated instruction based on spelling and vocabulary development.

Guided Reading/Writing

Teacher monitors students' reading and writing behaviors, providing scaffolding as needed. Instructional-level text is used during reading.

- Provides an opportunity for students to practice reading and writing strategies while teachers give immediate feedback.
- Strengthens students' needs using differentiated lessons (strategy and reading-level based groups).
- Utilizes graphic organizers, sticky notes, etc.
- Collects anecdotal notes to guide instruction and student progress.

Independent Reading/Writing

Students read and write independently. Independent-level and interest-based text is used during reading.

- Apply proficient reading and writing behaviors independently.
- Respond to text through writing and discussing.
- Participate in one-on-one student writing conferences with teacher after independent practice, providing meaningful and specific feedback.
- Utilize writing rubric and checklist to self-monitor.
- Collaborate during writing using peer editing.

Critique Sheet

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2. How did the teacher preview the text and introduce vocabulary?
3. What skill was defined for the text?
4. Did the teacher read the text and chart thinking based on the focused skill?
5. How did students and teacher's practice the skill together?
6. What collaborative strategies were implementing
7. How was the lesson closed and the student's assessed?
8. Was the lesson effective? How do you know?

Lesson Plan Sheet

Metacognitive and Comprehension Strategy: _____

Week of: _____

Bell Ring er (5-10 min)	<p style="text-align: center;">Reading (30-45 min) Word Analysis, Metacognitive Strategies, and Comprehension Strategies</p>				
M	Word Analysis: (10 min) Intro	Shared Reading: (25 min) META & COMP (Intro and use with new text)			
T	Word Analysis: (10 min) Review	Shared Reading: (15 min) META & COMP (Review and use with same text)	Independent Practice: (20 min)		
W	Word Analysis: (10 min) Review	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)		
R	Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) COMP (same text)	Independent Practice: (20 min)		
F	Read Aloud: (10 min) VOCAB & COMP	Shared Reading: (15 min) META & COMP	Independent Practice: (20 min)		

Five Dollar Dive Resources

The Five-Dollar Dive

by Yvonne Nelson Perry

(#1) They brought the guy out at four Saturday afternoon.

They had him on a stretcher, wrapped in a gray blanket. It must have been a job, bringing him down that rough trail from the falls. The men carrying him were dripping in sweat.

As I stood by the ambulance, watching them load up, Jojo appeared at my side.

“A tourist,” he snickered. “Shoulda stayed in Waikiki.”

Pock-faced Jojo, only fourteen, but already bigger than my father, a stevedore on the Honolulu docks.

Everyone says Jojo is slow, you know, in the head, but he manages to get money and school lunches away from the rest of us kids.

That’s why I’m here. Jojo bet me I couldn’t dive off the top of the falls.

Diving at the falls is dangerous. If you don’t know what you’re doing, you get hurt. Like that tourist. You see, there’s this big rock that juts up from the pool’s bottom. It’s right where you land when you dive off the different ledges. If you go off the lower ones, no problem. You don’t go under that deep. You dive off the higher ones, you better know exactly where that underwater rock is or you’ll hit it head-on.

Checking out the rock’s position is tricky. The water in the pool is dark unless the sun’s shining on it. Even then, you can barely see the shadow of that monster under there. Sometimes when I dive, I have to shift back and forth, back and forth, squinting, until I see it.

(#2) Anyway, today is the day. Dive off the top of the falls or give Jojo five bucks. You don’t tell Jojo what the best is, he tells you. Remember, he’s bigger than the rest of us, and you never know what he’s going to do. One day, Benny Sato wouldn’t give Jojo his sushi, so Jojo picked him up and threw him over the schoolyard fence. Benny broke his arm when he landed on it wrong; he told the school nurse he was goofing around and fell.

Now, Jojo grabbed my shoulder and pushed me toward the trail that led to the falls.

“Come on, Packy. Dive time,” he said.

“Maybe the falls are closed, Jojo. You know, because of that guy.” I jerked my thumb toward the ambulance easing out of the dirt parking lot, no siren necessary.

“What’s the matta’, kid? You afraid?”

To show him I wasn’t, I raced for the trail. At that moment I wasn’t afraid of diving, I was afraid of Jojo.

The trail rises gradually as it winds through the narrow valley, thick with ginger and ti. Breadfruit trees crowd out the sky, making the trail dark. It always smells like rotten guavas and something else. The guys pee in the bamboo clumps along the way; I guess the girls do it in the pool.

We pounded up the half-mile trail; I could hear Jojo behind me, grunting as he ran flat-footed over the muddy footpath.

As we rounded the last bend, I heard the roar of the waterfall. When I broke out into the open area near the pool, some of the kids from school were in the water. Other were sitting around, strumming ukes, kicking back.

“Hey, Packy!” You see the guy?”

“Man, you shoulda been here.”

They crowded around, all giving details of the diving accident at once.

Jojo appeared a few moments later. Everyone fell silent; they must have remembered the bet. Only Jojo’s sister, Kalei, sunning with the older girls, called to him.

“Show ‘em how, Jojo!” she said. She stood on the far bank, wet white tee shirt clinging to her nut-brown body.

Older than her brother, Kalei couldn’t wait for Jojo to play football so she could fool around with the team. The football coach wanted Jojo this year, but Mr. Price, our principal, said eighth-grade boys couldn’t play. The other teams were glad; bad enough he was going to start next year.

As Jojo strutted over to me, I looked up at the falls. Water tumbled down fifty-five feet, making a foamy circle where it hit the pool. The white water calmed down quickly, however, as the circle widened. When it reached



the edges of the pool, it lapped softly against smooth mossy rocks.

"Let's go, Pack Rat."

Jojo elbowed me and pointed to the top ledge. Nodding, I took off my shirt, tossed it aside, and dove in. I swam across the pool to the rocks beside the falls, pulled myself out of the water, and started to scale the lava cliff.

Jojo was right behind me.

Looking for handholds and crevices for my feet took all my attention. The falls cascaded a few feet away, spraying me with a fine cool mist. Stopping to rest, I glanced down and saw everyone looking up at us. I couldn't hear them, I only saw their mouths open and shut, open and shut.

Jojo grabbed one of the ankles.

"Chickenin' out?" he shouted up at me.

I jerked my foot away in answer and started climbing again. A few more feet and I scrambled onto the topmost ledge. I had never been this high before. I didn't stand up until Jojo was beside me. On the same downstroke, Jojo held out two fingers: scissors to cut my paper.

(#3) I had to dive first.

I turned and faced the pool.

Stepping forward, I gripped my toes over the slippery edge. With knees slightly flexed and arms raised, I got ready to dive.

Peering down, I tried to locate the underwater rock. I couldn't see its shadow anywhere.

I stepped back from the edge and turned to Jojo.

"I can't find the rock," I told him.

"You're just chicken, man," he said, sticking his neck out like one.

"We're diving too late, Jojo."

"You're chicken, man."

"That guy's accident made us get up here too late."

"Like I said, Pack, you're chicken."

"There's no sun on the water, Jojo."

"Chicken!"

"Jojo, I can't see the rock!"

"You lose, buddy! You owe me!"

He punched a fist into my chest.

I went down on one knee, lost my balance, and tumbled head-first off the ledge.

As I fell, a gust of wind blew through the kukui trees surrounding the pool. Silver-green leaves fluttered, the last rays of afternoon sun hit the water.

(#4) I saw the shadow of the rock.

As I plunged through the dark surface of the water, I twisted my body to one side.

It was ice cold, blind-black underwater.

I kept my arms extended, trying to protect myself from the rock.

Then I brushed against it, my hands sliding down its slimy side.

I pushed away. I was safe, home free.

Heart pounding, I clawed my way back up to the surface.

Bursting upward into the light, I grinned with relief and waved my arms wildly at the cheering crowd around the pool.

"Way to go, Pack! Way to go!" they said.

Even Kalei stood and clapped.

Treading water, I gulped a mouthful and blew a stream skyward.

Now Jojo would owe me five bucks if he didn't follow me down.

"You did it, Packy! You did it!" someone shouted.

Swimming to the side of the pool, I suddenly realized I didn't want Jojo's money. I just wanted to do something better than him.

I climbed out of the water and turned to look up at the ledge.

"No!" I shouted.

Jojo was already in motion, doing a perfect swan dive through the still air.

They brought him out at six that evening.