

What Your Colleagues Are Saying . . .

Maria Walther speaks and writes from the lens of a practitioner with deep knowledge and respect for the classroom. This power-packed instructional resource spotlights enticing examples of high-quality children’s literature, provides engaging read-aloud experiences, and offers *one hundred* aligned “bursts” of shared reading. There is a consistent emphasis on supporting students through human-centered lessons that balance social-emotional learning alongside literacy learning. Moreover, this invaluable resource seamlessly integrates phonemic awareness, phonics, vocabulary, and oral language with reading and writing. I have no doubt that this professional text will guide educators in all settings as they build community, cultivate classroom conversation, and support learners in a variety of joyful literacy learning experiences.

—**Pamela Koutrakos**, Instructional Coach and Author
Word Study That Sticks, *The Word Study That Sticks Companion*,
and *Mentor Texts That Multitask*

Shake Up Shared Reading is truly a multipurpose literacy resource and a gift to the teaching community. With tremendous respect for limited instructional minutes and competing priorities, Maria Walther shares her wisdom, knowledge, and commitment to learning, combining research and authentic experiences with practicality, flexibility, and responsiveness. Walther is an incredible curator of important picture books, and you are guaranteed to find the book and the lesson you need right now; you will also build your own capacity to tap into the power of books for students’ development of empathy, citizenship, and literacy.

—**Melanie Meehan**, Author
Every Child Can Write, and Coauthor, *The Responsive Writing Teacher*

Shake Up Shared Reading is the professional book we keep on our shelves and reach for as a forever reminder for what matters in the elementary classroom: purposeful and joyful reading experiences. Maria Walther brings that joy to life in practical application with clear learning targets connected to 100 shared-reading texts and connected lessons that grow student learning, in addition to blueprints for how to do it ourselves. Perhaps more than anything, I respect Maria’s exaltation of varied voices in children’s literature in order to ensure for students a more accurate, robust, and truthful understanding of the world. This is a cornerstone text for now.

—**Nawal Qarooni Casiano**
Educator, Author, Literacy Coach, and Staff Developer

Maria Walther has done it again in her new book, *Shake Up Shared Reading!* In it, she takes a familiar and often underutilized strategy and shows us how to implement it in new and important ways. It is a much-needed update of how the practice of shared reading can be used to invite active participation, support multilingual learners, and playfully teach foundational skills. From the first page to the last, this book is packed with practical and simple ways to shake up shared reading using a variety of thoughtfully curated books that will create and nurture communities of readers.

—**April Larremore**, Instructional Strategy Coordinator
Dallas Independent School District

This book is a gift to early literacy educators yearning to infuse more joyful and engaging learning experiences into our classrooms. By introducing us to 50 of the latest and greatest picture books, Maria Walther provides the tools and structure needed to bridge read-aloud and shared-reading interactions.

—**Jill Culmo**, Instructional Strategy Coordinator
Early Learning Department, Dallas ISD

Maria Walther has done it again! *Shake Up Shared Reading* is exactly the book I needed at exactly the right time. Teaching in a pandemic has been tough, but one saving grace has been our read-aloud time. Maria makes shared reading easy, engaging, and more importantly, exciting!

—**Vera Ahiyya**, Kindergarten Teacher
Author, *Rebellious Read Alouds*

Shake Up Shared Reading is an absolute must-read for anyone who finds themselves having the honor of reading to and with children. In this postpandemic time of varying entry-point levels, *Shake Up Shared Reading* allows practitioners to meet both individual and group needs for the oral language, critical discourse, and understanding of literary elements needed to propel student learning forward. Maria Walther provides engaging and focused reading interactions that lead to increased comprehension and fluency, while also strengthening learning applications for writing. Being intentional with our text interactions allows for a shared experience where students can confidently bridge scaffolded reading skills to independence, all while fostering a love of reading! *Shake Up Shared Reading* levels the playing field while concurrently elevating it for all, ensuring an equitable learning environment.

—**Hilda Martinez**, NBCT
Early Literacy Resource Teacher and RTI Coordinator
2020 San Diego County Teacher of the Year

Shake Up Shared Reading is a practical resource for teachers who are looking to connect their interactive read-aloud experiences to their shared-reading experiences. Maria Walther shares units with loads of read-aloud titles and short bursts of shared-reading experiences with the same titles to engage young readers in phonological awareness, fluency building, comprehension strategies, vocabulary building, attention to punctuation, and even the noticing of authors' craft moves. I can't wait to have this book in my hands, as I know I will turn to it whenever I work with teachers of early literacy.

—**Whitney La Rocca**, Literacy Consultant
Coauthor, *Patterns of Power*

Maria Walther's *Shake Up Shared Reading* is a breath of fresh air in a world where literacy instruction felt cloudy in the years of pandemic teaching. I can't remember the last time a professional reading ignited my excitement to plan a classroom lesson. It is evident that Walther wrote this book with the educator in mind by creating a resource that is both informational and enlightening. Educators will understand the importance of shared reading; they will get ideas for how to shake up shared reading all year long, and best of all, they will discover book recommendations.

—**Juan E. Gonzalez Jr.**
Elementary School Teacher, Speaker, and Social Media Content Creator

Shared reading is one of the most powerful, high-leverage instructional strategies for early readers. In her fabulous new book *Shake Up Shared Reading*, Maria Walther provides a deep dive into ways to make shared reading happen with purpose and meaning in your classroom. With a comprehensive menu of shared reading interactions, Maria walks teachers through the steps for providing deep, rich lessons. My favorite part? Designed to be "short bursts," sessions allow shared reading to fit into already busy schedules. So whether you are using shared reading often already or looking for ideas to start, *Shake Up Shared Reading* is a must-have guide for all early literacy educators.

—**Matt Halpern**, Education Consultant, Speaker and Author

**SHAKE UP
SHARED
READING**

*To picture-book creators whose words and illustrations radiate off the page
and into the hearts and minds of children.*

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100
Shared Reading
Lessons

SHAKE UP SHARED READING



Expanding on Read Alouds to
Encourage Student Independence



Maria Walther

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While I was writing this book, the read-aloud area morphed into a Zoom screen, and collegial collaboration took place across the miles rather than around a table. Even so, and perhaps because of those changes, I was supported in my work by dedicated professionals and organizations who literally and figuratively shared their books and shared in my learning:

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As I put the finishing touches on this manuscript, I would be remiss if I didn't take a moment to thank my husband, Lenny, and our daughter, Katie, for the life we share. Whether we're hiking through the snow, cuddled up reading, or enjoying a meal out, every small moment we spend together brings me joy.

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About the Author



Teacher, author, literacy consultant, and children's literature enthusiast, **Maria Walther** taught first grade for 34 years. Maria partners with teachers in their classrooms and inspires colleagues through engaging professional learning experiences. What educators appreciate most about Maria is her enthusiasm for teaching and her realistic approach toward classroom instruction. Maria earned a doctorate at Northern Illinois University and was named The Outstanding Literacy Alumni by the Department of Literacy Education for professionalism, service, and career success. Maria has been a longtime advocate of reading aloud. She was honored as *Illinois Reading Educator of the Year* and earned the *ICARE for Reading Award* for fostering the love of reading in children. The award that Maria cherishes the most is *The Most Influential Educator* given to her by

one of her former first-grade students who is now a colleague. Maria is a prolific professional writer. She strives to create practical resources for busy teachers. Her best-selling book, *The Ramped-Up Read Aloud*, promotes joyful read aloud experiences. Learn more about her books at mariawalther.com and follow her on Twitter @mariapwalther.



Excitement, engagement, joy, and learning all wrapped into one.

That's the beauty of a shared reading interaction.

INTRODUCTION

Share the Book, Share the Learning

The lights are dimmed, there's a hush in the room as you turn the page of the book you're projecting on the interactive whiteboard. The minute a new page appears, kids immediately begin pointing to the words at the end of each line to confirm their prediction that the text will continue to rhyme. Excitement, engagement, joy, and learning all wrapped into one. That's the beauty of a shared reading interaction.

Rooted in the gradual release model (Pearson & Gallagher, 1983), shared reading offers children the opportunity to hear expressive oral reading that furthers their development as fluent readers (Allington, 2009). Then, with each successive rereading, learners deepen their understanding of how to process and comprehend text. Shared reading surrounds students at the beginning stages of literacy development with the language of stories and wealth of information found in nonfiction texts. If we think of gradual release as *I do, we do, you do*, shared reading is one component of the *we do* phase that bridges the teacher modeling that happens during the read-aloud experience and the application that occurs when we guide readers in small groups. Together, these essential literacy practices lead students toward independence.

As their collection of shared texts grows, so do students' abilities to apply the learning from these interactions to small-group learning experiences and to their personal reading and writing. Shared reading is a community event that welcomes children of all abilities and experiences to learn from and with each other (Fisher & Medvic, 2000). When readers join their voices together with their teacher and classmates, their competence and confidence grows. Therefore, shared reading not only strengthens students' literacy skills but also helps foster the relationships that are essential in a healthy classroom environment. Because shared reading provides the "cognitive lure of productive effort" (Burkins & Yaris, 2016, p. 53), it engages learners in the act of processing text and promotes a growth mindset. In fact, Regie Routman (2018) encourages us to do more shared reading because "the support of a shared-reading experience allows the use of more challenging content for all students, a crucial equity-access issue" (p. 144). With benefits like these, you can see why shared reading is an essential component of powerful reading instruction.



Shared reading is an essential component of powerful reading instruction.

Keep It Simple! Short Bursts of Shared Reading

If you're thinking, "That all sounds great, Maria, but I don't have time to squeeze shared reading into my busy teaching day," I hear you! Classroom life has always been busy, but during the pandemic my colleagues and I lamented about having *even* less time. My solution to maximizing instructional time is—keep it simple!

With simplicity in mind, I'll share my take on shared reading, which stands on the shoulders of the shared reading advocates who came before me and meets the needs of today's learners and classrooms: Shared reading is a time when you collaborate with your students to reread and study key pages of a familiar text. During a shared reading interaction, the text is projected or is large enough for all learners to see. Together, you and students investigate the text to bring a transferable literacy skill or strategy to light—a behavior learners can approximate and apply as they read or write. A shared reading interaction can occur face-to-face or virtually with the whole class, a small group, or sitting beside an individual learner.

In this resource, you will find 100 short, laser-focused bursts of shared reading. Among the many benefits, these targeted shared reading interactions invite students to dig deeper, with a precise aim in mind. They are a perfect fit for virtual settings as they are clear and to the point (Fisher et al., 2021). Each short burst follows a predictable structure that you can easily use or adapt.

The Benefits of Short Bursts of Shared Reading

- Responds to students' curiosities
- Invites wonder
- Nudges students to dig deeper
- Moves learners from understanding to application
- Builds on and broadens the read-aloud experience
- Bridges whole-group and small-group instruction
- Focuses on a wide range of literacy skills and strategies, including author's craft

As you're rereading, you will invite learners to pause and ponder at three key points in the book. Why three key points? First, zeroing in on three key pages or sections in the book keeps the interaction brief and engaging. Second, the three key pausing points are set up in a way that will guide you and your learners from teacher-led demonstration to student-led discovery using a *my turn, our turn, your turn* structure.

Each shared reading interaction is connected to and planned as a follow-up to a read-aloud experience. In other words, the read-aloud experience provides the foundation for the shared reading interaction that follows. Based on your schedule, the shared reading interaction can occur later that day, the next day, or whenever you notice your students are in need of that particular strategy. For each of the 50 read-aloud experiences featured in this book, I've designed two different short bursts of shared reading. The two shared reading options offer flexibility to respond to your students. Use your professional judgment to decide whether to do both bursts, choose the one that matches that needs and interests of your students, or create one of your own.

Keep reading to discover ten reasons to shake up shared reading along with actionable strategies to make shared reading work, whatever your learning context may be.

Ten Reasons to Shake Up Shared Reading



Creates camaraderie



Elevates texts and celebrates rereading



Invites active participation



Engages all learners



Expands oral language development



Strengthens story sense



Fosters fluency



Demonstrates the reading process



Supports multilingual learners



Offers a supportive instructional context

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Ten Reasons to Shake Up Shared Reading

Creates Camaraderie

Like adults, children bond over shared interactions. You might have fitness buddies or fellow sports enthusiasts. Each time you sweat or cheer together, the connection is strengthened. The same holds true for learners as they gather around a text in pursuit of better understanding the intricacies of reading or craft choices that writers make. Together, students can dip their toes into the reading pool and test out newly acquired strategies, with you and their peers buoying them up. You might choose to begin the year with a community-building book like *Where Are You From?* (Méndez, 2019). When you return to the first few pages to ponder the author’s use of punctuation, both the theme of the story and the act of shared reading communicate to students, “We are in this together.”

During shared reading interactions, children are “collaboratively negotiating meaning” (Parkes, 2000, p. 15). While teaching your students to work together in this way, you are also fostering the social-emotional learning (SEL) competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). When you reframe your thinking about shared reading interactions in this way, they become a huge time saver because you’re creating literacy lessons and a social-emotional learning experiences all rolled into one. The chart that follows is just a snapshot of the language you might use during shared reading to foster SEL competencies. Some of the questions and prompts are book-related, while others support learners in developing self-awareness and positive relationships. The shared reading interactions in Chapters 1 through 4 include language and ideas to continue the SEL conversation throughout the year.



During shared reading children collaboratively negotiate meaning.

Foster SEL Competencies Through Shared Reading Interactions

To Foster . . .	Say . . .	Try This Book . . .
<p>Self-awareness: The ability to understand how one’s feelings, thoughts, and actions guide behavior. To have an honest view of one’s abilities. To be confident, optimistic, and possess a growth mindset.</p>	<ul style="list-style-type: none"> • Can you infer how that character is feeling? • If you were that character, how might you be feeling? • You figured that out by yourself! That’s what readers do! • Thumbs up if using that strategy was a bit challenging. • We can do this together! 	<p><i>Gustavo the Shy Ghost</i> (Drago, 2020)</p> <p>In her debut picture book, Mexican-born author and illustrator Flavia Z. Drago introduces readers to Gustavo, a violin-playing ghost who is terrified to make friends. In the end, he wins them over by inviting them to a Day of the Dead violin concert (held in a cemetery, of course!).</p>
<p>Social awareness: To be aware of the importance of perspective-taking and empathy. To celebrate diversity and respect others.</p>	<ul style="list-style-type: none"> • Can you put yourself in that character’s shoes? • What would you have done in that situation? • Notice how we all thought about that in different ways. • Is your opinion the same as or different from your friend’s opinion? • Did something your friend said make you change your thinking? 	<p><i>Watercress</i> (Wang, 2021)</p> <p>This moving story shows how a young girl’s embarrassment evolves into understanding when her mother shares a story of loss from her childhood in China. Andrea Wang’s author’s note explains, “This story is both an apology and a love letter to my parents.”</p>
<p>Responsible decision making: To practice decision-making processes that weigh consequences and consider the well-being of oneself and others.</p>	<ul style="list-style-type: none"> • What’s the problem? • What’s one way we can work together to solve this problem? • Are there other ways? • What can we learn from trying out different solutions? • How might our solution impact others? • If we try something and it doesn’t work, our brain will grow. 	<p><i>Amara and the Bats</i> (Reynolds, 2021)</p> <p>Bat-loving Amara moves to a new neighborhood and discovers that bats no longer inhabit the park. After sharing this issue with her classmates, the whole community pitches in to advocate for a nature reserve and create a bat-friendly sanctuary. Backmatter enhances the story with additional bat facts and ideas for helping bats.</p>
<p>Self-management: To self-regulate one’s feelings, thoughts, and actions in a variety of situations.</p>	<ul style="list-style-type: none"> • How was the character feeling? • Have you ever felt that way? • What do you do when you feel like that? • How were the character’s feelings and actions connected? • Are there other ways the character could have reacted to that emotion? 	<p><i>A Little Space for Me</i> (Olson, 2020)</p> <p>A girl who lives with a busy multigenerational family realizes she needs some space. At school, she climbs to the top of the monkey bars to gather a bit of the universe above. After collecting so much “space” there’s no room for anyone else, she discovers the importance of balance.</p>
<p>Relationship skills: To initiate and maintain healthy relationships with diverse individuals.</p>	<ul style="list-style-type: none"> • Actively listen to your friend’s idea. • Ask your friend to share their thinking. How is it the same as or different from yours? • What can you say if you don’t agree? • When you and your friend want to say something at the same time, what can you do? 	<p><i>Listen</i> (Snyder, 2021)</p> <p>A girl takes readers on a listening walk through her day. Along the way, she demonstrates how we attend to individual sounds, to words in a story, to friends’ thoughts and feelings, and to the voice inside us. Backmatter explains some additional information about listening.</p>

Elevates Texts and Celebrates Rereading

It doesn't come as a surprise that the treasured texts you read aloud and return to for shared reading quickly become the best sellers in your classroom library. A popular poem in my classroom starts this way: "Books to the ceiling, Books to the sky" (Lobel, 1985). After a few repetitions, learners have it memorized, actions and all. Like a catchy jingle, the shared texts children chant, sing, and read become ingrained in their memories, providing the harmony that accompanies and helps unlock the print they encounter in books. Think of it this way: if you increase the volume of text you're rereading in a shared format, you are giving students a leg up as independent readers. As an added bonus, you are showing learners the secrets they can uncover when they reread.

When we approach rereading with excitement and curiosity, our learners will quickly see the many reasons they might choose to do it. To begin the yearlong conversation about rereading, I teach students the piggyback song I wrote with my daughter. (See "Rereading for Different Reasons" *Reproducible Song Page* on the companion website, resources.corwin.com/shakeupsharedreading.) Then, as we engage in shared reading interactions, we record the different reasons on an ongoing chart, such as what's shown in the figure on page 7.

Rereading for Different Reasons

Tune: "Do Re Mi" (from *The Sound of Music*)
Written by Maria Walther and Katie Walther

Reread to help you understand.
Reread a story you adore.
**Reread to notice something new
or discover even more.**
Answer questions that you have.
Find the meaning of a word.
Read with style and pizzazz.
When you open up a book

**One
more
time . . .**

"Rereading for Different Reasons" *Reproducible Song Page*

Because each short burst of shared reading has a clear purpose, students' time spent rereading is maximized. In each short burst, I've indicated three key pages or sections to pause and ponder with your learners. It's up to you to determine whether you want to reread the text in its entirety, stopping on key parts, or, if time is tight, spend all of your instructional minutes focused solely on rereading the three key sections.

Invites Active Participation

Shared reading lessons, by nature, are designed to bring learners together around a shared purpose and piece of text. In Don Holdaway's (1982) words, "This learning environment is trusting, secure, and expectant" (p. 815). I love Holdaway's description of a shared reading experience—trusting, secure, expectant. In learning spaces where making mistakes is encouraged and approximations are celebrated, children jump in because they trust themselves, each other, and, of course, you. As they reread, they confidently test their theories about print. When you intentionally plan to reveal surprises found between the covers of a book, readers are expectant, on the edge of their seats, sure that something interesting is about to be uncovered. By actively participating in a shared reading experience, the learning is coming at them from all sides—your modeling, the insights of their peers, and your intentional focus on strategies that they can apply to future interactions with text.

Engages All Learners

It's nearly impossible to stay quiet when everyone's chanting, "Tickle, tickle in a pickle," one of the many catchy phrases in Yasmeen Ismail's (2020) rhyming romp *Joy*. When you pick texts that are custom-made for shared reading, your learners can't help but join in. Whether it's rhyming text, repetitive words or phrases, a familiar story structure, or an engaging nonfiction topic, children draw on their experiences with oral language to engage in the reading task at hand. The brevity of a short burst of shared reading makes it an ideal lesson to slip in when you find small time gaps in your schedule. The high engagement factor means it will work well at any time of the day.



Reasons to Reread Chart

Trusted Techniques for Inviting Engagement

- Keep the interaction brief, focused, and joyful
- Invite inquiry
- Encourage collaborative problem solving
- Celebrate approximations
- Give focused feedback

Expands Oral Language Development

For most children, the literacy learning process actually begins with speaking—talking about themselves and about what’s happening around them. Conversing about experiences widens a child’s background knowledge and, in turn, boosts their language development. As their bank of known words increases, they become more adept at expressing their observations and insights. Visualize an upward spiral—the more a child’s actions are surrounded by language-expanding conversation, the richer their vocabulary becomes, and so on. Language-expanding conversations occur both at home with caregivers and at school. As you’ll see in the examples shown in the table on page 9, language-expanding conversations invite children to do the following:

- notice
- make connections from new to known
- add details
- make comparisons
- wonder

In a literacy-rich classroom, the basis for many of these conversations is shared learning experiences and the texts you read together. It is through spoken language that children learn to organize their thinking, listen to how their peers respond to their ideas, and notice how others add to or expand on their initial thoughts (Hammond, 2015). As students bounce ideas off each other, prompts like the ones that follow help children actively use oral language as they hone their reading skills:

- Tell us about something you discovered on this page.
- Show us how you figured that out.
- Explain to your neighbor what you just learned.
- Ask a friend about what they notice on this page.
- Repeat that smart thinking so that we can all hear it.

When you think of your role as their teacher during these interactions, subscribe to the wisdom of *Hamilton’s* Aaron Burr: “Talk less. Smile more.”

Language-Expanding Conversations

Language-Expanding Conversation
Outside on an Autumn Day

Look at all of the leaves on the ground!
(Notice)

Where did they come from? (Connect)

What colors do you see? Pick them up.
How do they feel? What do they smell
like? (Add sensory details)

Do all of the trees have colorful leaves?
(Compare)

Why do you think some of them are still
green? (Wonder)

Language-Expanding Conversation While
Reading *Goodbye Summer, Hello Autumn*
(Pak, 2016)

A girl walks through her neighborhood
greeting all the signs that autumn is
approaching. Each creature or object
from the natural world responds to her
“Hello” with one of their own, creating
a see-saw structure. Because of this,
readers have to pay attention to the
varying points of view.

What do you notice? (Notice)

Does this remind you of any other books
we’ve read? (Connect)

What are some of the things she said
hello to? (Add details)

Are all of the two-page spreads the same?
(Compare)

Why do you suppose the author chose to
use this pattern? (Wonder)

Strengthens Story Sense

Kate Read’s (2019) counting-book thriller opens with “One famished fox” and concludes with “One frightened fox.” In between, readers delight at the suspenseful story with a surprise ending. When revisiting this book during shared reading, you might draw readers’ attention to the number words or Read’s clever choice of adjectives. Be confident that because these high-frequency words and parts of speech are wrapped in the package of an engaging tale, students are developing their story schema, or story sense. I liken story schema to a stick person drawn by a youngster. A child who is developing story schema is learning the basic elements of a story. Similarly, a young artist knows the essential parts of a human—body, arms, legs, and head. Story after story, readers add to this schema by adding details they’ve learned from questioning, conversation, and reflection—eventually progressing into a rich understanding of the inner workings of stories. In the same way, the budding artist learns to add details when drawing pictures of themselves, their friends, and family members.

Fosters Fluency

Fluent readers read connected text accurately and effortlessly. They read at a conversational rate with phrasing and expression, while at the same time grasping the meaning of the text. One way that children develop fluency is by listening to a fluent model (you!) read aloud, hence the critical importance of the read-aloud

experience. Shared reading has long been seen as the ideal context for immersing students in another key fluency development practice—repeated reading. There are many effective ways to reread during the short bursts of shared reading. As you’re savoring texts together, try some of these proven fluency-building methods:

- Choral reading: Voices join together to read a text.
- Echo reading: Teacher reads a line, and children echo the line back.
- Tag-team reading: Teacher reads a line or page, learners read a line or page, and so on.
- Fill in the blank: Teacher reads and leaves out a word, and listeners use letter clues, context clues, or rhyming patterns to fill-in-the-blank.

In addition to shared fluency-focused interactions with text, children need quiet time to read, read, and read some more, with the voices of their teachers and peers in their heads coaching them along.



To build fluency, children need time to read.

Demonstrates the Reading Process

View shared reading as an opportunity for learners to peek behind the curtain and see the invisible actions of a reading brain. As you think aloud about the reading process, you shine the spotlight on what otherwise might seem like a mystery. In the *my turn* portion of the short burst of shared reading, take the stage and explicitly model

the target skill or strategy. Then, during *our turn* time, scaffold and support students as they take on those skills or strategies in a low-risk, yet cognitively demanding, environment. Modeling, scaffolding, and clarifying what we want our readers to do is culturally relevant and supports student learning (Souto-Manning et al., 2018). Whether you're demonstrating how to orthographically map a word by matching letters to sounds or how readers infer a character's feelings, clear language devoid of verbal clutter is the key. I've written each shared reading interaction using the same straightforward language I use with young learners to model for you how to clearly communicate the reading process.

Supports Multilingual Learners

As the term implies, shared reading is about the give-and-take relationship between readers and a text and among the learners who are enjoying it together. For students who have the asset of being multilingual, a give-and-take relationship means honoring their existing linguistic knowledge and inviting them to interact with the text and with each other in the languages with which they are the most comfortable (España & Herrera, 2020). Building on students' funds of knowledge, shared reading invites inquiry-based learning that expands students' experience with the English language. In the company of their peers, multilingual learners grow their English vocabulary knowledge, deepen their comprehension, and get a glimpse into the nuances of English.

Offers a Supportive Instructional Context

The power of the shared reading context lies in its simplicity—a reader, a goal, a text, and a conversation. Like building blocks, one shared reading experience stacked on another supports students' understanding of increasingly complex texts. For readers at the beginning stages, this language-rich setting provides the perfect backdrop for learning how print works and much more. After you set the stage and model the actions of a proficient reader, students can lean on each other as they unravel the mysteries that lie between the covers of a book. While students are negotiating meaning, they are also learning how to listen to one another, build on the thinking of their peers, and push back when they disagree—essential conversational competencies. The skills and strategies students discover during shared reading are put into action when you are guiding readers in small groups and when they're reading on their own. To sum it up, the in-depth study of a small portion of text embedded in a meaningful whole results in the pleasurable end goal of understanding.

Build Bridges—Connect Read-Aloud Experiences and Shared Reading Interactions

When used effectively, shared reading is the bridge between read aloud and guided reading (Burkins & Yaris, 2016) and a brick on the pathway toward independence. In fact, Gay Su Pinnell and Irene Fountas (1998) dub shared reading as a *transition tool* that helps learners increase their understanding of the inner workings of the reading

process. Yet in my thirty-five years in education, I was unable to find a professional resource that explicitly tied read aloud and shared reading together. So, I wrote one! The book experiences that follow in Chapters 1 through 4 will guide you in building sturdy bridges between read aloud and shared reading. They will assist you in leveraging shared reading as a transition tool to guide readers in small groups and support them as they read independently. By providing coherent, connected learning experiences for children, you are offering them clear pathways to proceed forward in their literacy learning with confidence and competence.

Read Aloud and Shared Reading: All About Conversation

What you're aiming for during read-aloud experiences and shared reading interactions is conversation that promotes what Peter Johnston and his colleagues (2020) dub "dialogic engagement—the idea that when multiple perspectives are actively and equitably taken up, people are more engaged, build new knowledge, and think more positively about their peers" (p. 5). To move toward dialogic engagement, intentionally model the language of conversation by asking the following questions:

- What do you notice?
- What are you thinking?
- Can you link your thinking to your friends' thinking?
- Do you want to push back at their thinking?
- Does someone have the same thinking?
- Does anyone have different thinking?

After posing one of the questions above, do what I find the toughest part of all—keep quiet and *listen!* Provide time for *all* students to think and reflect before inviting responses. Once learners are conversing, soak in what they're saying and record their insights in whatever manner works best for you. Step into the conversation only when needed, and then quickly back away. I realize this is much easier to do in a face-to-face setting than in a virtual setting, so the figures below and on page 13 offer a few tips to keep responses and conversation lively through a screen.

Student Response Options in Virtual Settings

- Use colored response cards. (Students make a red, yellow, green, and blue card, or find items in those colors. Assign the colors a meaning that matches your purpose and conversation, like agree = red, disagree = blue. Children respond by displaying a card.)
- Type into the chat.
- Post their thinking on a Google Jamboard.
- Write their thoughts on a small dry-erase board and hold it up to the camera.
- Record an audio or video reaction.

A Quick Peek at a Read-Aloud Experience

In the early days of the COVID-19 pandemic, when schools were shuttered and learning shifted from in person to online, we were all scrambling to figure out the best ways to stay connected to our students. Above the din, teachers cried out to trade book publishers, “Help! We have to keep reading aloud, what can you do?” Publishers relaxed copyright guidelines and creators posted videos reading aloud. Thanks to the ingenuity and will of teachers, the relationship-building practice of read aloud thrived. To me, this is a true testimony to the power of the read-aloud experience. In *The Ramped-Up Read Aloud* (2019), I shared 101 read-aloud experiences. Listening to the feedback from teachers and students, I’ve added a few new features to the read-aloud experiences in this book.

Chatting About Books

- Type a 1-word or 1-sentence answer to our question.
- Add a 1-word or 1-sentence book-related comment.
- Ask a question.
- Link your thinking to a friend’s thinking.
 - I agree with _____.
 - I want to add _____ to _____’s thinking.

Virtual Settings: Chatting About Books

What’s New?

Key Vocabulary: Kid-Friendly Definitions

When teaching children individual words, it is essential to provide kid-friendly definitions (Cobb & Blachowicz, 2014). Easier said than done. I often find myself stumped to formulate an on-the-spot definition. I’ve included child-friendly definitions comprising words that young children generally know. To enhance the definition, you might add an example that is relevant to your learners or display an image.

Extend the Experience

The extension will differ based on where the text and conversation naturally lead. For consistency and to assist you with your planning, they will follow this pattern: The first extension will align with the learning target and purpose statement. The second extension may take the conversation in a different direction and, periodically, include one of the following:

- Compare and Contrast! Multigenre text set that addresses the main theme or topic. Students can independently read these texts to consider how they are similar to or different from the featured title.
- Meet the Creator! Author and/or illustrator study insights.
- Be an Observer! How to use the featured book as the impetus for an inquiry-based learning center or station.

If you’re acquainted with the read-aloud experiences found in *The Ramped-Up Read Aloud* (Walther, 2019), then the infographic on pages 14–15 will look familiar. If not, it will briefly explain my thinking behind the structure of a read-aloud experience.



Read-Aloud Experiences at a Glance

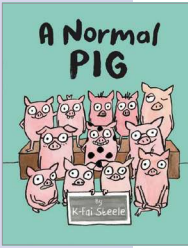
Read-Aloud Experience Title:

To assist you in intentionally selecting picture books for your read-aloud experiences, I've categorized each read-aloud title by strategy and learning target. A complete list of titles and learning targets appears in the Learning Target Chart found on the companion website (resources.corwin.com/shakeupsharedreading). It's nearly impossible to put a well-crafted picture book neatly into one category. My hope is to give you a starting point knowing that you'll let your students and their responses to the books be your guide.

Book Title: The 50 titles featured in this resource were selected to represent a range of recently published books and spotlight those written and illustrated by people who are from underrepresented and/or marginalized backgrounds.

About the Book: Here I include a teacher-focused summary of any insights I've learned about the author, illustrator, or behind-the-scenes tidbits about the creation or design of the book.

Learning Targets: This section will help you zero in on what you are aiming for students to be able to know and do as a result of the experience.



Learning Targets:

- I notice the words and actions of characters in a book.
- I think about how my words and actions make me who I am.

Read-Aloud Experience: Be Who You Are

Book Title: *A Normal Pig* (Steele, 2019)

About the Book: Pip the pig is satisfied being her normal self until a new pig joins the class. After the new pig teases Pip about her lunch and her artwork, she comes home upset and lashes out at her family. Pip's wise mom senses the problem and suggests a family trip to a museum in the city. There, Pip realizes that being "normal" doesn't mean being the same as everyone else.

To find a book like this one, look for the following:

- Characters developing self-awareness
- Stories with themes that will resonate with your learners

Comprehension Conversation

Before Reading

Notice the Cover Illustration

What do you suppose the pigs on the cover are doing? [Taking a class picture.] What else do you notice? Which pig would you say is the "normal" pig? [Listen to students' thoughts.] There are some hints on the book casing, the endpapers, and the title page that might make you rethink your first answer. [Glance at those book parts, and then discuss any new insights students have gleaned from the illustrations.]

Set a Purpose: The title of this book is *A Normal Pig*. While enjoying this story together, we're going to ponder the meaning of the word *normal*.

During Reading

- Then one day, a new pig came to school* page: What changed on this page? How do you think the new pig's comments made Pip feel?
- When her parents asked her what was wrong* page: Is it Pip's parents' fault she's upset? Notice what she is drawing. [A house.] Why do you suppose she's drawing a house? [Maybe because the new pig made fun of her unique house drawing in art class.]
- At the playground, all the pigs looked so different* page: Why do you think Pip's mom wanted to take her to the city? When you compare the kids on the city playground to the ones on Pip's school playground, what do you notice? [Flip back to the first page to compare. Listen and respond to students' insights about rich diversity found in the city park compared to that found on Pip's school playground.]
- When they got home, Pip was feeling better* page: Which events do you think caused Pip to change her mind about wanting a "normal" lunch? Think and talk about this question with a friend.

34 • Shake Up Shared Reading

Comprehension Conversation

Before Reading

Notice the Cover Illustration:

Take a moment to glance at the book cover that appears with each read-aloud experience. In this part, I guide you in previewing the book. This preview might include noticing the artistic and design techniques used on the book jacket and, if applicable, on the book casing (the hard cover underneath the paper book jacket), pondering the connection between front and back cover, discussing the title, and exploring other ideas to build excitement and invite wonder.

Set a Purpose: View the purpose statement like an invitation to your listeners to inquire and investigate something in the book. The purpose statement will align with the learning target(s).

Bracketed Text

The text that appears in brackets includes teaching tips and other insights that are directed at you, the teacher, rather than the students.

During Reading

Because most picture books don't have page numbers, I use the first few words on the top of the left-hand page to point you in the right direction. As to not disrupt the flow of your read aloud, I've included only a handful of questions at critical key points. In my opinion, asking too many questions distracts your listeners. It is better to let the author and illustrator magic do the job!

Develop Self-Awareness

1

After Reading

- Can you infer that the author, K-Fai [Kay-Fy] Steele, was trying to teach you about the word *normal*? If someone asks you what the word *normal* means, what would you say?
- Let's go back to the museum page to translate what the pigs are saying in their own languages. [The author provides translations on the copyright page.]



Extend the Experience

- On this blank sheet of paper, draw or write any big ideas or lessons you learned from listening to this story.
- Remember the page when Pip was thinking about all of the things she could do when she grew up. Divide a piece of paper into half, and write or draw about two things you want to do when you grow up. For an extra challenge, flip to the back and share two other possibilities.

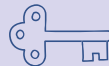
Similar Titles

● **Avocado Asks: What Am I?** (Abe, 2020)

About the Book: A little girl points at Avocado and asks, "Is an avocado a fruit or a vegetable?" This sends Avocado on a journey of self-discovery. Just when Avocado is feeling *lost* and *alone*, Tomato helps Avocado celebrate being a unique individual. This book pairs nicely with *Ogilvy* (Underwood, 2019a).

● **Fred Gets Dressed** (Brown, 2021)

About the Book: Fred bounds through his house "naked and wild and free" until he comes to his parents' closet. When the clothes on his dad's side don't quite work, he has better luck with one of his mom's outfits. After he adds some *ipstick* (on his cheek), his parents find him and, without judgment or hesitation, join in the dress-up fun.



Key Vocabulary and Kid-Friendly Definitions:

- *respond*: to answer or react in some way
- *usual*: the most common way



View the author talking about *A Normal Pig* resources.corwin.com/shakeupsharedreading

Key Vocabulary and Kid-Friendly

Definitions: When highlighting vocabulary during a read aloud, it is helpful to provide kid-friendly definitions. In this feature, you will find key words along with a definition to share with your learners.

Extend the Experience: The extension will differ based on where the text and conversation naturally lead. For consistency and to assist you with your planning, they will follow this pattern: the first extension will align with the learning target and purpose statement, and the second extension will vary (for a brief explanation, see page 13.)

Similar Titles:

I scoured my independent bookstore and public library shelves to find related titles with comparable themes that lead students to similar read-aloud conversations. You might choose to read these titles to reinforce learning targets, compare and contrast with the featured title, or continue the conversation with a small group of students. Note that when a text set is featured, the similar titles section does not appear.

After Reading

The concluding questions and conversation starters bring the experience full circle by drawing students' attention back to the purpose of the read aloud (other than simply for fun!). Their intention is to prompt students to apply what they've learned from this book to their lives, their learning, or their own writing.