



Shared Reading Explicit Teaching Protocol - Grades K & 1

- Monday:** Comprehension
- Tuesday:** Problem Solving-Cloze procedure
- Wednesday:** Phonemic Awareness and Phonics
- Thursday:** Sight words and Word

TEACHER NAME: _____

OBSERVER & DATE of OBSERVATION: _____

This form should be used to observe or plan the second or third shared reading lesson where an explicit lesson is taught during the reading of the text. This whole process should last no more than 10 minutes for first grade and 15 minutes for Kindergarten. Teachers make decisions about explicit teaching points based on students independent reading and writing behaviors.

| FOCUS STEPS | LOOK -FORS | OBSERVATIONS |
|---|--|--------------|
| <p>Step 1: Teacher names and introduces the explicit teaching point (Whole Group - approx. 1 minute)</p> <p>Goal: The goal is for students to develop knowledge of written and oral language and their phonological and phonemic awareness.</p> <p>Common Teaching Points:</p> <ul style="list-style-type: none"> • Illustrations as a source of information to support the meaning • Print contains a message • Concepts about print • Strategies for figuring out unknown words 1-1, searching and cross checking. • Monitoring for M, S, V • Letter or word recognition • Word work • Rhyming • Onsets and rimes | <ul style="list-style-type: none"> • Evidence that there is a pre-planned lesson based on teacher’s observations and assessments of their students as readers and writers • Use of a big book or an enlarged text that has been read once or twice for enjoyment and to build meaning of the story prior to the lesson day • Text is visible to all students • Evidence of a pre-planned teaching point already marked in book or thought through ahead of time • Teacher states the teaching point and explains that this will help them be better readers and writers | |
| <p>Step 2: Model the teaching point (Whole Group - 2 to 3 minutes)</p> <p>Goal: Provides explicit instruction of one concept, skill, or strategy by showing students how to apply this teaching point.</p> | <ul style="list-style-type: none"> • Teacher uses a think-aloud process referring to specific parts of the text to demonstrate the teaching point • Teacher shows students how to apply the teaching point using a familiar text • Students are clear as to what is expected of them | |
| <p>Step 3: Guided Practice (Whole Group or Small Groups with Teacher Monitoring - 6 to 8 minutes))</p> <p>Goal: Engaging students in kinesthetic experiences to help students learn the teaching point.</p> | <ul style="list-style-type: none"> • Students apply the teaching point with teacher guidance • Students may have copies of a text in hand or can kinesthetically engage with the teaching point (touch your nose, trace a letter on your partner’s back, coming up to the text and highlighting, identifying, etc) • Often uses white boards, magnetic letters, Wiki Sticks, sticky notes, highlighting tape and pointers • Teacher informally assesses students’ ability to apply the strategy/skill and continues to restate the teaching point | |
| <p>Step 4: Closure (Whole Group - 1 to 3 minutes)</p> <p>Goal: To ensure understanding of the teaching point by restating and explaining how it is applied to other literacy contexts.</p> | <ul style="list-style-type: none"> • Teacher restates the teaching point reiterating that this skill will help them become better readers and writers • Students orally communicate their understanding of the teaching point (teacher prompt / student whole group reply) | |