

## Shared Reading Methods<sup>1</sup>

**WHOLE GROUP TEXT-DEPENDENT CLARIFYING QUESTION:** Use this when there is a definition or clarification critical to comprehension (e.g., “What is chauvinism? What exactly is the author saying here?”).

**TEACHER THINK-ALOUD:** Model your thinking about complicated concepts (e.g., “Although he doesn’t explicitly state it, I can infer that the author believes...I made this inference based on where the text says...”). Think-alouds at the beginning of a text orient students to an author’s approach. It is best to limit the use of think-alouds to ensure the students are doing the heavy intellectual lifting.

**STOP AND JOT:** This method can be used with any text-dependent question or task (e.g., “Okay, let’s stop and jot: According to the author, what is the role of X in a democracy?”). Use this when students would benefit from writing to process new or complex information or for recording information they will need to remember. Jots also present an opportunity to assess for quality and understanding.

**TURN AND TALK:** Use this method for clarifying higher-order questions (e.g., “Turn and talk: What does the bully’s reaction suggest?”). It is appropriate when you want students to: formulate an original statement, rephrase the author’s words, clarify events, or compare and contrast ideas. Turn and talk is helpful to ensure that everyone participates in large group discussions.

**JOT AND TALK:** This method combines oral and written shared reading strategies (e.g., “Jot down a summary of the opening paragraph, then turn and compare your understanding with your partner.”). Articulating thoughts on paper first increases the quality of students’ verbal communication. This is helpful for English language learners or others who might feel uncomfortable sharing ideas with a large group.

**TARGETED TASK:** Use this method when marking text or using a graphic organizer (e.g., “The author is contrasting two different families here; let’s create a quick T-chart to organize this information as we read.”). Targeted tasks focus in on a specific learning outcome. Potential targeted tasks include creating T-charts, Venn diagrams, timelines, sketches or summaries related to the text. These are great pre-writing tools and will be useful in Write to the Source.

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<sup>1</sup> District of Columbia Public Schools Coach Institute. Planning for successful reading instruction. Washington DC: Office of the Chief Academic Officer

“**1, 2)** What Negroes are now being taught does not bring their minds into harmony with life as they must face it. **3)** When a Negro student works his way through college by polishing shoes he does not think of making a special study of the science underlying the production and distribution of leather and its products that he may someday figure in this sphere. **4)** The Negro boy sent to college by a mechanic seldom dreams of learning mechanical engineering to build upon the foundation his father has laid, that in years to come he may figure as a contractor or a consulting engineer. The Negro girl who goes to college hardly wants to return to her mother if she is a washerwoman, but this girl should come back with sufficient knowledge of physics and chemistry and business administration to use her mother’s work as a nucleus for a modern steam laundry. **5)** A white professor of a university recently resigned his position to become rich by running a laundry for Negroes in a Southern city. A Negro college instructor would have considered such a suggestion an insult. **6, 7)** The so-called education of Negro college graduates leads them to throw away opportunities which they have and to go in quest of those which they do not find.”<sup>2</sup>

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<sup>2</sup>The Mis-Education of the Negro, Carter Godwin Woodson (1933) (Excerpt from Chapter V: The Failure to Learn to Make a Living)

**1) TURN AND TALK** to your partner for 90 seconds about how you feel hearing the word “Negro.”

**2) THINK ALOUD:** I like the way Woodson is using the idea of harmony here to introduce his philosophy of education. Think about how it sounds when voices are in harmony—they match up nicely, right? He’s talking about the problem of schooling not matching up with their real life. The two aren’t in harmony.

**3) TARGETED TASK:** Stop and reread this sentence to yourself. Underline any words or phrases that are unclear to you and then record them on your reading log.

**4) WHOLE GROUP RESPONSE:** In this example, what does the boy’s father do? (RESPONSE) And what does the girl’s mother do? (RESPONSE)

**5) STOP AND JOT:** Why does Woodson think a white and black professor might feel so different about being in the laundry business?

**6) JOT AND TALK:** Woodson writes students are being taught to “throw away opportunities which they have in quest of those which they do not find.” Write what you think this means in your own words. Discuss what you wrote with your partner.

**7) TARGETED TASK:** Circle two examples in the text where Woodson illustrates throwing away opportunity.