

Collaborative Shared Reading Protocol

Day 1	Getting the Gist
<p>Discussion Focus:</p> <p>Pairs</p>	<ol style="list-style-type: none"> 1. <u>Pre-Reading</u>: Students partner up for a <i>think-pair-share</i> of what they already know about the topic. Teacher shows photos or a video clip to build background knowledge and define key vocabulary words. Students use the title, text features, and other clues to make predictions about the text. 2. <u>First Read</u>: Teacher leads a choral reading of the text. 3. <u>First Impressions</u>: Students <i>think-pair-share</i> what the text is mostly about. 4. <u>Chunking the Text</u>: Teacher models, then students work in pairs to mark key words, phrases, and ideas from each section of text. 5. <u>Summarizing</u>: Students use key words to compose a one-sentence summary of the text.
Day 2	Explore the Text
<p>Discussion Focus:</p> <p>Small Group</p>	<ol style="list-style-type: none"> 1. <u>Second Read</u>: Choral reading of the text. 2. <u>Discussion</u>: Students engage with the text using discussion protocols such as: <ul style="list-style-type: none"> ● Jigsaw Read- each student or group explains a section of text to the others ● Grab bag - students create questions about the text and take turns picking one to discuss ● Chalk Talk - Students write responses to questions on chart paper ● Multiple choice - debate & defend your answer 3. <u>Share</u>: Students share key takeaways with the other groups.
Day 3	Collaborative Close Reading
<p>Discussion Focus:</p> <p>Flexible Groups</p>	<ol style="list-style-type: none"> 1. <u>Third Read</u>: Choral reading of the text. 2. <u>Model</u>: Teacher identifies a focus for reading (text structure, key ideas & details, claims, connections, author's craft, etc.) and models the strategy. 3. <u>Practice</u>: Students gather in small groups around the text and work collaboratively to highlight, underline, and make notes in the margins. 4. <u>Share</u>: Students discuss any thoughts and wonderings.
Day 4	Show What You Know
<p>Discussion Focus:</p> <p>Pairs, Small Group, or Whole Class</p>	<ol style="list-style-type: none"> 1. <u>Fourth Read</u>: Choral reading of the text with a focus on intonation, expression, and fluency. 2. <u>Review</u>: Review vocabulary, takeaways, key ideas, and answer any lingering questions 3. <u>Show What You Know</u>: Students respond to a text-dependent comprehension question. 4. <u>Peer Feedback</u>: Students offer feedback on each others' responses using one of the following: <ul style="list-style-type: none"> ● Gallery Walk with peer-to-peer written feedback ● Exemplars: 1- 2 students volunteer for their work to be evaluated by the class

	<ul style="list-style-type: none"> • Discussion Groups: students swap papers and peer-assess in pairs or triads <p>5. <u>Share</u>: Students share their final takeaways and co-plan for the next cycle.</p>
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Modifications	
Supports	Extensions
<ul style="list-style-type: none"> • Preview the text and/or new vocabulary words • Add visuals/movements for each vocabulary word • Videos build background knowledge • Text is recorded for access during independent work • Text aligns with phonics focus of the week • Pair with simplified version of the same text • Shorter text (maintain text complexity) • Scaffolded questions • Close reading session includes prompts targeting areas of need • Use same discussion format each time to build familiarity • Students respond to questions using multimodal forms of communication (video, voice record) • Text used again in extension activities to reinforce skills and build fluency 	<ul style="list-style-type: none"> • Students help choose the text • Students write the text • Students lead the choral reading • Students pose questions to the author • Text branches off into an inquiry or research project • Add a paired text for a compare/contrast • Students write the questions about the text • “I used to think/now I know” reflections about the topic • Teacher confers with students to determine the skill for the week • Frayer Model vocabulary extension activity • Socratic Seminar

Chart created by Andrea Castellano as part of the blog post “Centering Student Talk in Shared Reading” on the Stenhouse Publishers blog.