

Balanced Literacy Matrix Shared Reading

Description: The teacher introduces and reads an enlarged text or small text of which each child has a copy.

Key Elements of Shared Reading are:

- On refrains and in multiple readings, children join in, reading in unison.
- The teacher provides high level of support; readers support each other.
- There is some group problem solving and a lot of conversation about the meaning of the story.

Directions: Mark the characteristics within each category that most clearly describes your teaching at this time.

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| Materials: My goal is to have all necessary materials organized and accessible to use during shared reading. | | | |
| <input type="checkbox"/> I have few materials and the materials that I do have are not organized. I am uncertain about how to use the material. | <input type="checkbox"/> I have all the materials I need. I have all materials organized and accessible. | <input type="checkbox"/> I am at the beginning point of organizing books and other materials. | <input type="checkbox"/> I have a well organized collection of books ready for use, an area for shared reading with an easel, white board, paper, markers, and other materials in place. |
| Classroom Management/Student Engagement: My goal is to have all necessary materials organized and accessible to use during shared reading. If shared reading is whole group, no literacy centers will be in use. During Shared Reading, my goal is to encourage children to join in the reading of text where they feel comfortable to take risks and make approximations. The students will progressively take over the responsibility for reading text that otherwise would be too difficult. | | | |
| <input type="checkbox"/> I have not set up literacy centers. I have not set up a management system. During Shared Reading, I have constant interruptions and off-task behaviors because by internal management plan isn't working. Children's attention is inconsistent. | <input type="checkbox"/> I have set up some literacy centers and most children are engaged. I have a management system in place and most children understand their responsibility. During Shared Reading, I conduct a lesson with very few interruptions. The children in the group are attentive, but attention is uneven across the group and from day to day. | <input type="checkbox"/> I have all literacy centers in place. All children are working in literacy centers and understand their responsibilities. During Shared Reading, I have some interruptions. I have difficulty in engaging all of the children in the group and focusing their attention on the text. | <input type="checkbox"/> My classroom is well managed. Children are engaged in literacy centers with no interruptions. During my Shared Reading lesson, the children's attention is actively engaged. |

Assessing Student Progress: My goal is to design assessments that provide information that will help me adjust my instructional

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| focus as needed to meet student’s collective and individual needs. | | | |
| <input type="checkbox"/> My direct teaching instruction is not based on analysis of student behavior. | <input type="checkbox"/> I need to work on timing and quick decision making. Sometimes I let interruptions interfere with my lesson. | <input type="checkbox"/> I have some good teaching points, but my teaching is uneven and my decision making skills are lacking. | <input type="checkbox"/> My decisions are well timed and powerful in illustrating processes and allowing children to use what they know. My teaching points do not interfere with reading. Children show evidence of strategic word solving. |
| Lesson Routines: My goal is to provide a fast paced lively, engaging lesson, with all components working together effectively. My other goal is to encourage children to talk to each other. Provide opportunity to converse in small groups or one to one with the teacher. Provide multiple speaking and listening opportunities. | | | |
| <input type="checkbox"/> My lesson management is uneven. I have not established routines and the children need a great deal of direction. I have not provided opportunities for the children to talk about the story or engage in talk completely separate from the story. | <input type="checkbox"/> I introduce new books, but have difficulty managing the lesson. I have engaged children in talk about the story. Some talk furthers their understanding of the meaning. | <input type="checkbox"/> I have general procedures of shared reading in place, but at times the children do not attend, lesson bogs down. Children in my classroom do talk about the story, but not in a way that furthers their understanding, talk is distracting and random at times. | <input type="checkbox"/> My lessons are smoothly managed and include an introduction, and the reading of the whole text. I am able to engage children in talk that furthers their understanding of the meaning of the story and assist them in problem solving. |
| Instructional Focus: My goal is for students to understand the components of shared reading and implement them independently. Students will value their own responses to texts, share them with others, and expand their understanding. | | | |
| <input type="checkbox"/> My lesson does not have a focus. My lessons seem to “bog down”. I have difficulty finishing a lesson within a reasonable time. | <input type="checkbox"/> My lesson includes all components, but my lesson needs to be more fast-paced and exciting for children. | <input type="checkbox"/> I am able to use the components of shared reading, but my lesson is slow paced and lacks focus. | <input type="checkbox"/> My lesson is fast paced and includes all components to support an overall focus. |