

Examples of Instructional Goals for Shared Reading

Focus Area	What do I observe?	What do I do?
Phonological Awareness	<ul style="list-style-type: none"> Students can break words into syllables, but they are not always using this knowledge to help them as they approach text. 	<ul style="list-style-type: none"> Choose some multi-syllabic words from the text and talk about these “long words” as you read. Pause to have them clap syllables in a word. Tell students that even though the word contains several syllables, it is only one word, so your finger needs to wait until you say the whole word.
Alphabet Knowledge	<ul style="list-style-type: none"> Students know many letters, but are still working on the sounds of Vv and Ww. 	<ul style="list-style-type: none"> Choose a text with words that begin with the focus letters Vv and Ww. Write focus letters on sticky notes and post them next to your text. Help students find words that begin with the focus letters and talk about the beginning letters and sounds.
Concepts about Print	<ul style="list-style-type: none"> Students are able to track print when it is on one line, but do not yet understand return sweep. 	<ul style="list-style-type: none"> Use text on a chart, and specifically describe what you do when you read. For example, say, “Look, I start here, on the left, and read across the page. Then, I go to the beginning of the next line down.”
Concept of Word in Text (COW-T)	<ul style="list-style-type: none"> Students know all of the letters and sounds, but they do not use that information to help them track print with their fingers. 	<ul style="list-style-type: none"> Model how to point under the first letter in each word and skip over the spaces. Have students match words to the text and ask them to identify the words using the beginning sound. Tell students to look at the first letter as they track print to make sure that their finger is pointing to the word that they are saying.