



TEACHER DIRECTIONS

Shared Reading

CCSS: RI.9-10.1, RI.11-12.1

During shared reading, the students and you read aloud from *The New Jim Crow*, pausing to discuss and analyze the text. This strategy facilitates close reading of a complex text by allowing you to motivate students, demonstrate fluency, model metacognitive habits and engage students at different reading levels. Shared reading creates an inclusive literacy experience, strengthens peer relationships and supports a welcoming classroom environment. Readers on all levels contribute, bringing multiple perspectives into text analysis.

Prior to a shared reading, you must do your own reading and plan what shared reading methods you will use. Students can reference their thinking notes during shared reading. Text-dependent questions are provided with each excerpt and can be used during a shared reading, or you may create your own text-dependent questions as well. The centrality of text-dependent questioning develops the mental habit necessary to become a critical consumer of information and an aware member of society.

Teacher preparation

1. Identify the excerpt you will use.
2. Read and re-read the excerpt. At first, pay attention to points where you had to slow down, ask yourself a question or visualize a concept. Mark these. Next, reread the text from your students' point of view. What prior knowledge will they need? Where might they struggle? Mark these parts, too.
3. Use your notes from step two to select points in the excerpt that may require scaffolding. Plan to pause and ask text-dependent questions at those points. Again, you can draw from the bank of questions provided in this guide or create your own.
4. Decide how you'll ask each question. Rather than asking a series of questions to the whole class and choosing from the raised hands, employ creative methods to solicit 100 percent engagement and to diversify the lesson. See the list of sample shared reading methods for ideas.
5. Consider writing yourself a "script" of sorts. Embed your prompts in the excerpt with sticky notes or by writing in the margins. You can also create two-column notes with the excerpt on the left and teacher notes on the right.

In-class shared reading

1. Read the excerpt aloud. Pause strategically and prompt students to discuss content and analyze the text. Only one person at a time actually reads aloud, but all students should read along.

2. Implement your “script.” Monitor student engagement and vary the structure of the questions and tasks (for example, turn and talk, stop and jot). Remember to challenge students to support their ideas and defend their claims by drawing on *The New Jim Crow* for evidence.

English language learners: This strategy provides an interactive literacy experience that places reading, writing, language and speaking and listening into context. It is important that English language learners both observe and participate in shared reading. Social interaction enhances comprehension; as English language learners hear phrasing, intonation and expression, they will better understand the process and the text. The following adaptations to shared reading can be made for English language learners:

- Pair English language learners with a partner who is at least one level higher in English proficiency.
- Be sure you and the student readers offer sufficient wait time (at least 10 seconds) during each pause while reading.
- Scaffold the shared reading with methods that expose English language learners to phrasing, intonation and expression (for example, turn and talk, teacher think-aloud and so on).
- Plan for several and varied re-reads, such as choral reading, reading with a partner or silent reading.

Shared Reading Methods

Whole group text-dependent clarifying question: Use this method when there is a definition or clarification critical to comprehension (e.g., “What is chattel slavery?”)



Teacher Think-aloud: Model your thinking about complicated concepts (e.g., “Although Alexander doesn’t explicitly state it, I can infer that she believes” “I made this inference based on where the text states”) Think-alouds at the beginning of a text orient students to Alexander’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 Alexander, what is the role of government?”) Use this method to help students to process new or complex information or to record information they will need to remember. Jots also present an opportunity for you to assess quality and understanding.

Turn and Talk: Use this method for clarifying higher-order questions (e.g., “Why does Alexander place such an emphasis on the role—and failure—of the U.S. Supreme Court in her discussion of mass incarceration?”). It is appropriate when you want students to formulate an original statement, rephrase Alexander’s words, clarify events or compare and contrast ideas. Turn and Talk is helpful to ensure 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 process 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., “Alexander 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 prewriting tools and may be useful to students during the written assessment phase.



Shared Reading “Script”

Example of a Shared Reading “Script” using *The Mis-Education of the Negro*, by Carter Godwin Woodson

“**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.”¹

Turn and talk to your partner for 90 seconds about how you feel hearing the word “Negro.”

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 lives. The two aren’t in harmony.

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.

Whole Group Response: In this example, what does the boy’s father do? (RESPONSE) And what does the girl’s mother do? (RESPONSE)

Stop and Jot: Why does Woodson think a white and black professor might feel so different about being in the laundry business?

Jot and Talk: Woodson writes students are being taught to “throw away opportunities which they have and to go in quest of those which they do not find.” Write in your own words what you think this statement means. Discuss what you wrote with your partner.

Targeted Task: Circle two examples in the text where Woodson illustrates throwing away opportunity.

¹ The Mis-Education of the Negro, Carter Godwin Woodson (1933) (Excerpt from Chapter V: *The Failure to Learn to Make a Living*)