Mini shared reading: A mediational reading strategy

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MINI SHARED READING: A MEDIATIONAL READING STRATEGY

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

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by
Delia Villagomez
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ABSTRACT

California has recently instituted changes to the way in which its students are taught to read. One of the major changes has been the significant emphasis on the use of phonic instruction as a primary means of teaching students to read. Research strongly suggests that, generally, this is not an effective instructional technique for teaching reading. This is particularly the case for students whose first language is not English. For these learners the over-emphasis on decoding does not provide them with comprehensible input, which allows them to focus on the meaning of text.

Many researchers agree that reading is not the simple act of decoding but the ability to grasp the meaning of the text. This project presents a reading strategy in which students who are learning to read are introduced to the reading process in a comprehensible manner regardless if it is not in the student's primary language. Mini Shared is a mediational reading strategy, in which students experience success at reading without prior knowledge of the reading process.
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I am grateful for your guidance, collaboration,
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A mis padres,

Les dedicado este trabajo a ustedes

Por darme el apoyo que necesitaba para

Completar este proyecto y por creer en mí...

To my best friend,

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CHAPTER ONE
Introduction

With the recent changes in educational policy in California, particularly in bilingual education, many issues have arisen that concern second language learners. One of these issues is how these changes will impact the learning of children who come from lower and working classes and different language and cultural backgrounds.

Given that primary language knowledge helps make second language acquisition more comprehensible, (Krashen, 1997). The fact that it is not likely to be used as a medium for second language learning creates problems for the students who do not speak English. Therefore, there is concern about the educational future of English language learners. Will the educational community be doing a disservice to these students by not providing them with primary language instruction?

Many school districts have complied with Proposition 227 and have required their teachers to instruct their students in English and to abandon teaching in the student’s primary language. Yet, they did not provide their teachers with the appropriate materials necessary to implement the Structured English Immersion program. In addition, there is a push once again to teach reading
through phonics instruction. However, many English language learners will be hampered in learning to read because they will be instructed in phonetic rules in the second language that do not apply to what they already know in their primary language.

It is through social interactions that individuals develop mentally and personally. It is also important to bridge home and school experiences for children. One of the ways in which this is accomplished is through the use of language. Children use their knowledge of language and apply it to different context such as in learning to read. But without the use of children’s primary language, will students’ literacy skills be developed properly?

Understanding the relationship between reading, writing and student’s primary language involves looking at how children learn to become proficient readers and writers. Thus, this project explores this issue by looking at how emergent readers develop reading proficiency in their primary language and their second language.
Background to the Study

One of the basic premises governing bilingual education posits that children's knowledge in their primary language is appropriated to making the English language more comprehensible (Krashen, 1997). Thus, literacy skills transfer across languages. This underlying foundation of bilingual education has always been accepted. Dr. Kenneth Goodman (1996) states, "We read with our brain not with our eyes" (p. 38). His argument is that we learn to read by making sense of what we read. In other words, comprehension is reading. Therefore, it is easier to learn to read in a language we understand. Also, according to Krashen (1997), "it is easier to learn to read in a language you already know, and once you can read, this ability transfers" (p. 5).

Reading is an interaction between language and thought. The act of reading involves not just about letters or words but also meaning. Reading is never in the language but in what is going on in the readers mind. Clearly, reading is a meaning construction process (Goodman, 1996). Reading involves the individuals interpretation of written symbols and the internalization of meaning derived from a text. In other words, readers and writers must bring meaning to language so that they can construct meaning from language (Goodman, 1996). Therefore, many English language
learners will experience difficulty in becoming proficient readers if they are unable to apply meaning to a second language they do not know.

If children are taught to read in their primary language, developing proficiency in reading will be a more natural process for them. The process of reading will be meaningful to them as they will be able to use their own processes of figuring out how it works by seeing it used (in a language they understand), and by observing adults demonstrating how it's used (Harste, Woodward, and Burke, 1982). Ultimately, it must be acknowledged that, we only learn to read once and preferably in the one's native language (Goodman & Goodman, & Flores, 1979).
Statement of the Problem

Reading is a strategic process and what children bring to the process is what enables it. We read for meaning. Therefore, as we move towards emphasizing children's output instead of the process, we are not validating children as learners.

For some children who are emergent readers, Shared Reading is not enough and Guided Reading is too difficult. In other words, for this group of students, Shared Reading is no longer a challenge and Guided Reading is beyond their grasp. For this group of children, it has been found that Mini Shared Reading (Flores, 1995) will greatly facilitate the acquisition of reading proficiency because of the way a teacher can organize for success instead of failure for these emergent readers.

This study will 1) focus on Mini Shared as a mediational reading strategy; 2) will document a Mini Shared reading lesson with a small group of Spanish speaking first graders; 3) analyze two readers independent oral readings after Mini Shared lesson; 4) will compare and contrast aspects of the procedures between a novice and expert teacher; and 5) conclude that Mini Shared reading is an effective mediational reading strategy.
Definition of Terms

Emergent Reader - A reader who has some knowledge about 'concept about print'. Relies mostly on pictures to support meaning and language is strongest cueing system.

English Language Learner - A student who is learning English as a second language.

Guided Reading - A teaching approach used to teach children to read. Used with a small group with children of similar reading ability.

Mini Shared Reading - A teaching approach used to facilitate and make visible the reading process to a small group of children. Used primarily with emergent readers.

Shared Reading - A teaching approach used to make visible the reading process to a large group of children. Used primarily with children who are learning how to read.

Reading Proficiency - Using effectively and efficiently all of the cueing systems (semantic, syntactic, graphophonics, orthographic) and universal strategies (Goodman, 1996) to construct meaning from written text.
CHAPTER TWO

Review of Related Literature

The focus of this study is to observe emergent readers, as they become proficient readers. It is understood that if a text is too hard, the reader will be less active in the reading process and will rely on the teacher for support. When the text is at a challenging level for the reader, it is assumed that the teacher will deliberately guide the reader more successfully. In effect, the reader will learn more about the reading process and thus be actively engaged in his/her own learning. This chapter will address the characteristics of an emergent reader and the emergent reading process. Also, it will discuss two approaches that are currently being used in classrooms that help develop reading. Teachers use these approaches to make visible the strategies children can use in reading. These approaches are Shared Reading and Guided Reading.

Emergent Readers

There are certain characteristics emergent readers portray. Emergent readers understand that print carries a message. They understand that print and pictures are related. In other words, the text represents the illustration. They may also begin to consider the graphic
properties of the print. M. Clay (1991) notes that emergent readers can anticipate the structure of a sentence or the next step in a story. They can also visually search for meaningful messages, and can pair visual and auditory messages. Fountas & Pinnell (1996) describe emergent readers as readers who are "just beginning to control early behavior such as directionality and word by word matching...rely on language as strong cueing system" (p.177).

A perception found in research about emergent readers is that, children develop their own models about what goes on in their world. According to Harste, Burke & Woodward (1984), children are actively seeking out to make sense of their world, including print, long before formal instruction. This makes children, as M. Clay (1991) puts it "active constructors of their own learning" (p.61). They discover and create literacy on their own. Parents and other adults provide contexts in which literacy is demonstrated, practiced or experienced. Therefore, reading development takes place within the child. It is an ongoing process that evolves gradually and at different rates depending on the child and the environment in which he/she socializes.

Ferreiro & Teberosky (1982) state, "social mediation is indispensable for understanding" (p.285). When children
interact with print, the knowledge they gain contributes to their development of reading. In order for children to evolve in their conceptual interpretations of reading, they must engage in reading acts (Flores, 1990). Hence, when children are learning to read, they need to be shown how to attend to the different sources available to them. Thus, with mediation and gentle guidance children demonstrate that they are capable of monitoring their own learning.

**Shared Reading**

Before any formal schooling, children are already seekers of knowledge by trying to make sense of the world around them; including the world of print. Therefore, children already possess some ideas about the nature of written language long before it is introduced to them in formal instruction. In knowing this, Holdaway (1979) devised what he called a Shared-Book experience. This was a developmental model in which teachers are seen as facilitators of literate behavior. The children were immersed in an environment in which the teacher shared the pleasure of reading with the students and provided examples of the skill of reading in a non-threatening way.

In Shared-Book experience, children are invited to participate in the reading of a book, song, poem, or favorite rhyme along with the teacher. The environment
during a Shared-Book Reading is an "emulative rather than an instructional one" (Holdaway, 1979). Children are learning by actually performing in the skill and by approximating towards reading proficiency. Therefore, children are not made to feel their inadequacies. Other researchers have also looked into the Shared-Book experience, which is now commonly known as Shared Reading. These researchers, Mooney (1990), Fountas & Pinnell (1996), Routman (1994) and Butler & Turbill (1987) follow the same guidelines that were setup by Holdaway and they all tend to agree on the definition, procedures, and type of instruction used in Shared Reading.

Definition

A general definition of Shared Reading is, a reading situation in which carefully selected material is shared by a group of learners and a teacher. Researchers Holdaway (1979), Butler & Turbill (1987), agree that in Shared Reading, the selected text is enlarged (usually in big book format) and learners observe the teacher read the text with fluency and expression and are encouraged to read along. "It is essential that the children are able to see the text and pictures clearly...an enlarged form of the book is necessary" (Butler & Turbill 1987, p.62) It is most common for Shared Reading to occur with the use of a big book but, the use of a text copied unto a transparency and used on
the overhead will also meet the objective. Mooney (1990), Routman (1994), and Fountas & Pinnell (1996) also convey the same definition of Shared Reading. They differ only in that they believe that Shared Reading is not limited to enlarged text but, that it can be varied with the use of regular sized publications or students having their own copies to follow along while reading.

The story or text selected for Shared Reading needs to have specific features according to Routman (1994), Mooney (1990), Fountas & Pinnell (1996), and Butler & Turbill (1987). First of all, the selected text is one in which the learners cannot yet read for themselves. Also, they agree that the piece chosen must have high quality language use in that it will support children’s ability to use language patterns. It must appeal to students by an engaging storyline and appealing illustration that support and enhance the story or text. In this manner the interest remains, such that, children will want to read it again, or read it independently on other occasions.

The context in which Shared Reading takes place is a relaxed, social one where the emphasis is on enjoyment of the story or text. “Any readings for attention to details of vocabulary, structure, grammar or any other specifics should not interfere with the enjoyment of reading.”
Mooney (1990) describes Shared Reading as "opportunity for convincing children that they can be readers and writers and for encouraging them to read and write in a supportive and success-oriented climate" (p.25). It provides children the opportunity to behave like readers and learn the process while observing an expert. During Shared Reading, children participation can vary from reading in their heads, joining in the reading, or mouthing some of the words. All in all, every effort is encouraged and accepted. Yet, any aspect of Shared Reading, such as the pace, the conventions of print to be practiced, or how many times book is reread, is determined largely by the children.

**Procedures**

Since teachers are deliberately drawing attention to the text and are modeling early reading behaviors, it is necessary that all children can see the text and attend to it while they are reading along with the teacher. Although Shared Reading is most appropriate for emergent readers, most researchers agree it can be used with children of varying degrees of reading competencies.

Shared Reading tends to follow this pattern of procedure introduced by Holdaway (1979):
Introduction of story

- Provides an enjoyable story experience.
- Provides a model for the book language.
- Encourages participation by inducing children to chime in.
- Instills the desire to return to the book on subsequent days.

Rereadings

- To establish firm oral models of the language of the book.
- To help students become aware of special structures of the story, so that these may be used later in independent readings.

Independent

- Provides children opportunities to read on their own.
- Gives sense of competence to children.
- Encourages the development of self-monitoring and self-correction using familiar language models.

In the Shared Reading of any book, attention to any print details or conventions should be within the story. Overall, the goal of Shared Reading is personal enjoyment of the story or text. It is also a natural way for teachers to teach skills and other features of print.
Type of Instruction

Although the emphasis of Shared Reading is personal enjoyment, Shared Reading provides the opportunity for children to be 'co-readers' with the teacher. The most common setting is one in which the teacher is involved in reading a big book or enlarged text to a group of children, if not, the whole class. Usually, they are comfortably seated in a specific space in the classroom where they are all together. This area could be a on a rug, or around a table or at their desks if the overhead projector is being used.

The context created by Shared Reading allows the teacher to provide a high level of support for the children. It also allows for the children to support each other. This is possible since there is no concern over individual reading performance. The aim in Shared Reading is for children to emulate what the teacher has modeled for them in the initial and subsequent readings. Mooney (1990) states, “Children should feel that they will be supported until they become so familiar with the story and how it worked that they will be able to read it successfully for themselves” (p.30).

In other words, as the teacher is pointing to the text being read, the children are receiving clear messages about
the concepts of print, semantic, syntactic, and graphophonic cues used in reading. Also, specific strategies are being modeled and reinforced. Teachers are involving their students in making predictions, guiding questions, and demonstrating the conventions of print. Shared Reading is an opportunity for teachers and children to share in the enjoyment of the reading of a book or text. Children feel free to participate without the pressure to perform and teachers can easily create mini-lessons in a natural situation.

Guided Reading

Another approach to the development of reading is Guided Reading. Unlike Shared Reading, which is performed largely in whole group instruction, Guided Reading is small group approach. It involves the teacher with a small group of children of similar reading ability. Mooney (1990) conveys the approach of Guided Reading very clearly in that, it is “reading with and by children” (p.46). In Guided Reading, the teacher and group of students talk about, and question their way through a book. This is accomplished with each child in the group having their own copy of the book. An important aspect in Guided Reading is that the students in the group need to have already been exposed to a wide range of stories. They need to have had the opportunity to participate in shared readings and have
some understanding of story structure. Hence, they will be more eager to take a more active role in reading the book themselves. In researching Guided Reading, there is a commonality among researchers, in the definition, student developmental level, procedure and type of instruction involved in this approach that guides children in becoming proficient readers.

**Definition**

Although there are diverse perceptions of what Guided Reading entails, the definitions found reflected Guided Reading as an approach that is done in small group with the guidance of the teacher. What's more, there is an agreement as to the necessity of matching text to the readers' developmental reading level. Also, there's an assumption of grouping students of similar abilities for Guided Reading. The following are some definitions of Guided Reading.

1. Guided Reading is a context in which the teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty. The teacher works with a small group of children who use similar reading processes and are able to read similar levels of text with support. (Fountas & Pinnell, 1996, p.2)

2. Guided Reading is an enabling and empowering approach where [the child] is being shown how and why and which strategies to select and employ to ensure that meaning is gained and maintained during the reading and beyond...there is a careful match of text and children to ensure that each child in the group is able to enjoy and control the story throughout the first reading. (Mooney, 1990, p.47)
Guided Reading is a form of group instruction in which we introduce children to the techniques of reading new or unseen material for personal satisfaction and understanding. (Holdaway, 1979 p.142)

Guided Reading is geared to develop fluency, reading strategies and to promote independence. It offers opportunities for the teacher to help children learn how to overcome difficulties encountered in reading and to support each reader’s development. It is through Guided Reading, that the teachers can show children how to read and can support children as they read (Fountas & Pinnell, 1996, p.1).

Selection of Students

In order to begin Guided Reading with a group of children, these children need to meet a certain criteria. According to Mooney (1990), students must be “confident in their desire to be readers and to assume the readers role” (p.49). These can be emergent readers, early fluency readers or fluent readers. In grouping the students, the children must be grouped based “according to ability to develop specific strategies and reading fluency” (Routman, 1994, p.39). Clay (1991), Fountas & Pinnell (1996) and Mooney (1990) also agree that children must be grouped according to reading development. This does not mean that the groups are static. Instead, children are grouped and
regrouped depending on their individual needs and based on ongoing teacher observation and assessment. Therefore, the format for Guided Reading varies.

Procedure

In Guided Reading, the teacher coaches a small group of children in reading through a story that the children will later, or during the session, read independently. Although the procedure for Guided Reading is dependent on the reading development of the group, researchers Holdaway (1979), Fountas & Pinnell (1996), and Mooney (1990) agree that there is a basic format that is followed. In general, the format is as follows:

- Teacher carefully selects appropriate text for group.
- Teacher introduces the new text with a picture walk.
- Teacher talks about the text with the students.
- Children read text by themselves. They are the first readers of the text.
- Teacher works briefly with individuals in the group as they read it, if needed.
- Following the reading, teacher and children discuss the text, strategies or skills used or reread.
- Children have opportunity to respond to text in varying activities.
Even though the teacher is guiding the children through the reading of the text, ultimately, it is the children who lead the instruction.

**Types of Instruction**

Children need to know how to employ all sources available to them when reading unfamiliar text. It is in Guided Reading, where the teacher is able to serve as a facilitator of these sources. "Guided Reading is dependent on the teacher being aware of each child’s competencies… able to determine the supports and challenges offered by a book" (Mooney, 1990, p.11). During a Guided Reading session, the teacher guides children as to what kinds of questions they need to ask themselves when reading. As a result, children become aware of the resources within themselves. This is a learning environment in which children are working at level of difficulty in which they must take some initiative and make some links with what they already know.

In Guided Reading, the teacher’s action emerges from observing the children as they read. In other words, the teacher deliberately mediates the reading process for the children in the group. Mooney (1990) believes the teacher’s role is "to develop independent readers who question, consider alternatives and make informed choices as they
seek meaning" (p.47). The teacher is there to help students problem-solve or to focus children on a new feature of print. In order for this to occur, the teacher must establish a pattern of expectation in which children are expected to work out problems for themselves first. Guided Reading therefore, is a way of empowering students to become problem-solvers. Also, it is a way for teachers to ensure that meaning is gained and maintained. Most importantly, in Guided Reading, the teacher’s role is to show children how to employ the semantic, syntactic, and graphophonic cue systems in reading new text. Accordingly, the children are already able to integrate the cueing systems but only need a little support (Dr. B. Flores, personal communication, April 4, 2000).

Summary

Shared Reading and Guided Reading are based on the understanding that children are readers. They bring meaning to, and gain meaning from, the text they read. Children are being accepted as literate beings who are co-constructors of their own learning. Thus, it is by guided participation in which the teacher helps his/her students make the connection between the familiar skills they already possess, to those they need to learn to be able to solve new problems they encounter.
As stated before, Shared Reading targets the emergent reader who needs to see and experience the reading process. The teacher is the reader of the text. Guided reading is, then, a way to engage the children more deliberately by walking through the book first by talking about the pictures and aspects of the text. Unlike Shared Reading, the children are the first readers of the text.

The next chapter will present Mini Shared as a mediational strategy for the many children who are emergent readers.
CHAPTER THREE

Mini Shared Reading As a Mediational Strategy

Ferreiro & Teberosky (1982) found that children reconstruct written language based on their own conceptual interpretations. We also know that knowledge is socially constructed (Vygotsky, 1986). Therefore, it is the teachers’ job to be a mediator for his/her students as they proceed through their journey in learning how to read. According to Diaz & Flores (1990), the teacher is the sociocultural mediator and is responsible for organizing the socioeducational context and deliberately bridging between the unknown to the known. The Mini Shared Reading experience is a Mediational strategy that organizes a context in which student and teacher, deliberately share knowledge about the reading journey.

Definition

Dr. Barbara Flores (1992) created Mini Shared Reading because it was observed that most children were not engaged in Shared Reading or that Guided Reading was too difficult. Mini Shared Reading allows the teacher to engage with her students in an authentic and meaningful context in which, children are applying what they know about oral language to the written word. The definition of Mini Shared reading is as follows, "reading experience organized to familiarize
the children with the predictable book, to engage them in successful act of reading, and to make visible the cueing systems and universal strategies as the reader revisits the text with mediated guidance" (Flores, 1992).

**Procedure**

Mini Shared, unlike Shared Reading allows children to have their own book and to experience the text up close. It allows children to engage in mediated exploration and the first hand experience of using the cueing systems and strategies (Flores, 1992). The procedure is similar to Guided Reading in that, it is accomplished with a small group of children who meet with the teacher for an allotted time and all children have the same text. Mini Shared follows this procedure as introduced by Flores (1992):

**Introduce the story**

- Teacher selects story that is not too easy but challenging.

- Teacher engages the children by introducing the title.

- Engages children by connecting the topic of the book to their own experience.
Picture Walk

- Teacher discusses with children the illustrations in the book. Important preparation for when children read text on own at the end of the lesson.

Teacher Read Aloud

- Teacher reads entire book while children listen and watch as she says the words and tracks her finger under the text.

Echo Read

- Teacher reads book for the second time. This time children repeat after the teacher as they track the text. Each child now has own book now.

Chorally Read

- All the children read text aloud together as teacher observes each child and mediates when needed.

- Children support each other in the reading.

Revisit the Text

- Teacher makes the cueing systems and strategies visible to the children.
• Teacher uses the illustrations and text to show how the parts work within the whole.

Read Text together

• Children read text together, teacher watches and listens.

Independent Reading

• Each child reads aloud as others follow with eyes and finger and wait for their turn.

In Mini-Shared Reading, there is also follow up activity in which the children co-construct their own text. With the guidance from the teacher and using the original story's repetitive pattern, children create an innovation, a new version. This is so that children can successfully read two different versions of the same patterned book.

Type of Instruction

Mini Shared reading is most useful for children who are emergent readers (Flores, 1992). These are those students whose primary focus is on representing meaning and only retell the illustrations. They tend to see one letter per syllable heard or they do not have any sound/letter correspondence yet. Also, they may not know many of the
letters of the alphabet or have an understanding of the concepts of print. Therefore, knowing the letters of the alphabet is not a prerequisite for engaging in the act of reading through Mini Shared.

In Mini Shared Reading, the teacher creates a Zone of Proximal Development (Vygotsky, 1986) in which the teacher organizes for the potential of each of his/her students. That is why the text is read first by the teacher so that the children experience the potential. In other words, she/he is not working at the developmental level of the students; she is teaching to the potential (Diaz & Flores, in press). Instead, she/he is challenging them and preparing them for Guided Reading. The potential then, is, independent reading. This is why the teacher is a pivotal mediator in the process. From the beginning, the teacher mediates and deliberately makes visible all the cueing systems and the strategies proficient readers use in reading. This, in turn, shows the students how all the systems work and function in the reading process.

The following is a transcription from a videotaped Mini Shared reading lesson conducted by Dr. Flores during the third month of first grade. This transcription not only details the Mini Shared procedure in action but also captures the students’ responses. In the next chapter, the
'revisiting the text' transcription by Dr. Flores and the teachers' 'revisiting the text' transcription will be compared and analyzed in order to show the discrepancy between how the students responded.

The lesson was conducted in Spanish with five Spanish speaking first grade students. These students attend an elementary in a small community in San Bernardino County. The elementary school implements Sheltered English Immersion as the program of instruction for English language learners. These students receive Language Arts instruction in Spanish and all other curriculum in English, with clarification in Spanish when needed. The book that is being introduced is a book from the Celebration Press, Piñata Series. The reading level is Stage 1 equivalent to Reading Recovery level PP2.

**Mini Shared Reading Process**

Mini Shared Reading of: *Mi Perrita Chata* by Dr. Barbara M. Flores, Elena Castro & Eddie Hernandez from Celebration Press, Piñata Series.

**Introduce the Story**

**T:** ¿Cuántos de ustedes tienen un perrito?

(Students respond and share about own "perritos").
T: Vamos a platicar primero sobre los dibujos. Segundo, yo lo voy a leer y ustedes lo van y me van a mirar. Tercero, les voy a dar los libros y yo lo voy a leer y ustedes lo van a repetir y después ustedes lo van a leer solos.

(Children nod their heads in agreement. Teacher proceeds to talk about illustrations, page by page).

Picture Walk

T: (reads title) Mi perrita chata. ¿Que veo aquí?

Ss: La perrita Chata.

T: La perrita Chata. ¿Está bonita, no? (Students nod in agreement). (Teacher turns page) ¿Ahora qué está haciendo aquí?

Sj: Buscando un gatito.

T: Esta buscando un gato. (Teacher turns page) ¿Y que esta haciendo aquí?

Sj: Está jalando algo.

T: Jalando algo. ¿No sabemos que, verdad?

Sj: La cortina.

T: Puede ser la cortina, o la bata. ¿Verdad? Algo así.
S.: O la cobija.

T.: Sí, o la cobija. Creo que es una bata. (Turns page) Ahora, ¿qué está haciendo aquí?

S.: Jalando la corbata.

T.: Sí, jalando la corbata, es bien traviesa. ¿No? ¿Sí? (Students nod yes in agreement).

T.: ¡Ay, mira que está haciendo aquí?

S.: Escondiéndose en las plantas.

T.: Sí, pero está pisoteando...

S.: Está pisoteando las plantas.

T.: ¿Debe hacer eso?

S.: No. T.: No, verdad.

S.: La van a regañar.

T.: Sí. La van a regañar. (turns the page) ¿Y aquí? ¿Quién creen que es?

S.: Es, es abuelito.
T: El abuelito, verdad. ¿Qué le llama a sus abuelos? ¿Le dicen abuelito? ¿Tata? ¿Alguien dice Tata, o nomás abuelito?

S: Yo le digo abuelito. (Rest of the students agree they all call their grandfathers “abuelo” or “abuelito”).

T: Mi hija le dice a su abuelo, Tata. (Teacher turns page) Mira, ahí esta otra vez. ¿Escondida dónde?

S: Debajo de las cobijas.

T: Sí.

S: Está dormiendo.

T: ¿Está adentro de su cobijita, verdad?

Teacher Read Aloud

T: O.k. ahora yo lo voy a leer con mis ojos, mi dedo, y mi boca y quiero que todos lo vean. (Teacher proceeds with reading text, line by line and tracking with finger under each word being read).
Echo Read

T: ¿Les gusta el cuento? (students agree by nodding their heads). ¿Está chistoso, verdad? (Teacher proceeds to pass out a small copy of book to each student) Yo lo voy a leer y ustedes también. Yo lo voy a decir primero, y ustedes me van a seguir con sus ojos y sus deditos en sus libros. Despues, ustedes lo van a leer. ¿0.k?

T: (Teacher reads title page tracking with her finger) Mi perrita Chata. Ahora ustedes.

S*: (Students model teachers behavior and read) Mi perrita Chata.

T: Muy bien, sigamos. (Teacher continues to read book in this manner, reminding students to follow along with finger and to listen to her first. Teacher redirects those students who need it).

Chorally Read

T: Ahora todos juntos lo vamos a leer. Esto no es una carrera, todos tienen que leer juntos. Con su boca y su deditos y sus ojitos también, ¿verdad? 0.K.

S*: Mi perrita Chata. (Students chorally read book while teacher is making sure all students are following text
correctly and are tracking with one to one correspondence with finger and words).

T: (After students have read all of the book) Muy bien. Quiero que se queden allí. No cierren sus libros.

Revisit the Text

T: Quiero que encierren donde dice "me da mucha lata", la palabra "lata". (students search and find appropriate word)

T: ¿A ver, cuántas sílabas tiene la palabra "lata"?
(Teacher claps out the syllables) La-ta.

S: (all together) cuatro.


(Students follow teacher in counting out syllables under chin).

T: ¿A ver ahora, con qué letra empieza lata?

S: (All together) "L".

T: ¿Y la letra qué sigue?

S: (All together) "A".
T: ¿Y la tercera?

S₃: (All together) "T".

T: A ver, ahora leenla.

S₃: (All together) "lata".

T: A ver, ahora quiero que me encuentren la palabra "me".

Encierran la palabra "me" (Teacher redirects or shows the word to those students who can’t find it).

T: ¿A ver, ahora con qué letra empieza "me"?

S₃: (All together) "M".

T: ¿Y la segunda?

S₃: (All together) "E".

T: ¿Y qué dice?

S₃: (All read) Me.

T: Ahora encierran la palabra "mucha".

(Students appropriately locate word)

T: Ahora lean todos esta línea.

S₃: (read chorally) "Me da mucha lata".
T: Ahora en la pagina seis donde dice, "Mi perrita chata le grune a mi tata", encierren donde dice "grune".

(Students appropriately look and find word)

T: ¿Y con qué empieza "grune"?

S: (All together) "G".

T: ¿Y qué sigue?

S: (All together) "R".

T: ¿Y las dos juntas como suenan?

S: (All together) "GR"

T: Después la "u" dice "gru" y despues la "ñ" ..."gruñ" y luego la "e"..."gruñie" (Some students read "gruñie" other read "greñie").

T: No, Gruñie. ¿Es greñie o gruñie?

S: Gruñie.

T: ¿Por qué? ¿Hay una "u" o una "e"?

S: Una "u"...gruñie.

T: Gruñie. Ven. Muy bien. ¿Dónde está la palabra Tata?
Encierren la palabra. (All students locate word except one).

T: No esa, escúchala, yo dije tata.

S: Tata, con la "t".

T: Enseñale m’ija. (Student 4 helps student 3 locate word and points it out to him in the text).

T: (Claps out syllables) Ta-ta.

S: Tres..cuatro.

T: ¿Tres? (procedes clapping out the word again) Ta-ta.

S: Dos.

T: Cuatro letras, dos sílabas. Ta-ta (claps it out again)

T: ¿Ahora donde dice, Mi perrita chata pisotea la mata?

Encierren la palabra ‘pisotea’. Mi perrita Chata pisotea la mata.

(Students find word perrito and frame it some correct themselves)

T: ¿Por qué encerraron la palabra ‘perrita’ primero? Porque vieron una palabra que empieza con la ‘p’ pero tienen que
fijarse muy bien. La 'p' y la 'e' dicen 'pe' pero yo dije 'pi'... 'pisotea'. (procedes with sounding out syllables).

T: A ver, pi-so-te-a (students clap out syllables with teacher).

S: Cuatro.

T: Cuatro. O.K. muy bien, ¿pueden recordarlo? Sí? Vamos a la pagina cuatro. Dice, Mi perrita chata muerde la corbata. Quiero que encierren la palabra corbata. Corbata. Cor-ba-ta. (Students look for and locate word, those who find the word easily, help those who haven't found it).

T: To S (Allí dice chata. Quiero corbata. (Student looks for word again and locates it). Cor-ba-ta. (Claps out syllables).

S: Tres.

T: A ver otra vez. Cor-ba-ta. O.k. A ver, esta vez en 'corbata' ¿pueden ver la 'cor'? 

S: Sí. (students frame appropriate syllable)

T: ¿Ba? ¿La 'ba'? (Again student frame appropriate syllable. Teacher aides those who don't). ¿Y la 'ta'?

T: A ver digan toda la palabra.
S: Corbata.

T: Ahora quiero que encierren la palabra “muerde”.

(students locate and find)


T: (On whiteboard writes word while saying each syllable). Muer..de. (Underlines syllables and counts out number of letters in ‘muer’. Writes number four on top of syllable ‘muer’). ¿Cuántas letras en esta sílaba? (pointing to ‘de’).

S: Dos.

T: (Procedes to write the number two on top of the syllable). Ahora digan la palabra “muerde”.

S: Muerde.

T: Ahora encierren la otra vez. (Students appropriate frame word) O.k. Ahora vamos a ir a la pagina tres. Quiero que
encierren la palabra 'jalonea'. Ja-lo-ne-a. (Students look for word while repeating the word as they look for it).

T: A ver todos juntos, ja-lo-ne-a. (Claps out word in syllables with students).

S: Tres...cuatro.


S: Cuatro.

T: Cuatro, verdad. A ver, vamos a verla. (Procedes to write word unto whiteboard) Jalonea. (Teacher says each syllable as she writes it) Entonces, Ja-lo-ne-a. (Teacher rereads the word underlining each syllable. Then numbers each syllable.

T: Una, dos, tres, cuatro. Ustedes van a tener que aprender a ver la palabra y tratar de...¿qué?

S: leer.

T: A leer, pero a juntar las letras, porque nosotros no sabemos si son dos, si son cuatro, o son tres. (Teacher points to syllables in word "jalonea" and "muerde").

Read Text Together
T: 0.k. Van a tener que tratar de adivinarlo. Ahora ustedes van a leer el cuento todos juntos y en voz alta. A ver si pueden. (Students read story out-loud and teacher redirects and helps those students who need it).

Independent Reading

T: ¡Muy bien! Ahora quiero que tú (pointing to S₁) lo leas sola y luego sigues tú (pointing to S₂), y después tú (pointing to S₃), y luego tú (pointing to S₄). Los demás van a seguir con sus deditos mientras ella lee. ¿O.k? (Student 1 proceeds to read while the rest follow along. Once again, the teacher redirects those who need it).

This is continued until all students in group had a chance to read story by themselves. Teacher then dismisses the students and call on another group for reading.
CHAPTER FOUR  
Analysis and Results

Mini Shared is a mediational strategy that if the teacher doesn't implement correctly, she/he will not make visible the cueing systems and reading strategies to the children. Most importantly, the children will not get a feel for how proficient reading works. This chapter will 1) analyze two first graders' independent oral readings and 2) will compare the procedure of Mini-Shared between a novice and expert teacher. It will focus on the teachers' attempt in implementing Mini Shared Reading in her classroom. In particular, how she revisited the text compared to how Dr. Flores has outlined that step.

Transcription of Independent Readings

The following is a transcription of two independent readings of the book Mi Perrita Chata. One reading is done by Alejandro an the other by Alejandra. These readings were done after the Mini Shared lesson conducted by Dr. Flores. This transcription includes the text and the observed response by the students' reading the text aloud.
Independent Oral Reading by Alejandro

**Observed Response:** Mi perrita Chata

**Text:** Mi perrita Chata

**OR:** (Mi perrita chata) corretea a la gata.

**Text:** corretea a la gata.

**OR:** Mi perrita Chata jalonea a la bata.

**Text:** Mi perrita Chata jalonea a la bata.

**OR:** Mi perrita Chata muerde la bata.

**Text:** Mi perrita Chata muerde la corbata.

**OR:** Mi perrita Chata pisó la mata.

**Text:** Mi perrita Chata pisotea la mata.

**OR:** Mi perrita Chata gru-...gruñ...gruña a mi Tata.

**Text:** Mi perrita Chata le gruñe a mi Tata.

**OR:** Mi perrita Chata me..(rereads 2 times) me da mucha lata.

**Text:** Mi perrita Chata me da mucha lata.
Independent Oral Reading by Alejandra

**Observed Response:** Mi perrita Chata

**Text:** Mi perrita Chata

**OR:** Mi...(sc) Me...so...(sc) corretea la gata. (omits a)

**Text:** corretea a la gata.

**OR:** Mi perrita Chata le/ja..jala la bata.

**Text:** Mi perrita Chata jalonea la bata.

**OR:** Mi perrita Chata la/jala/..mu...mu-er-de la corbata.

**Text:** Mi perrita Chata muerde la corbata.

**OR:** Mi perrita Chata pisotea la mata.

**Text:** Mi perrita Chata pisotea la mata.

**OR:** Mi perrita Chata le gusta a mi..(rereads)

gru..ñe/gruñe a mi Tata.

**Text:** Mi perrita Chata le gruñe a mi Tata.

**OR:** Mi perrita Chata muerde...(rereads) me..da...muy da

lata.
Text: Mi perrita Chata me da mucha lata.

Description of Readers

Alejandro

This student is a first grader whose primary language is Spanish. He received all of his instruction in English when he was in Kindergarten. Spanish was used only as a means of clarifying. When he entered first grade, he knew the name of eighteen of the twenty-six letter of the English alphabet. He also knew seventeen of the twenty-six letter sounds in English. The vowels and the letters z, w, j, q, g and y were the letters he did not know or confused.

Alejandro had some book knowledge and was a very eager student at the beginning of the year. In the first grade, he has received literacy instruction in Spanish. Although he had picked up some oral English in Kindergarten, he lacked English vocabulary skills and needed the primary language support. By shifting to Spanish, he was more able to comprehend what he was learning and be successful.

In the oral reading of Mi Perrita Chata, Alejandro’s oral reading demonstrates that he is engaged in using all the cueing systems as evidenced by his syntactic and semantically acceptable miscues such as “pisó” for “pisotea” and “gruña” for “gruñe”. However, his miscue of
“bata” for “corbata” is unacceptable because it changes the meaning. As a reader, Alejandro reads with one to one matching. Yet, he makes no attempt at unknown words and ignores any errors (miscues) that change the meaning. His oral reading demonstrates that his focus in reading is reading for meaning because he relies on picture clues to help him make sense. At this point in his reading progress, he was unable to read an unknown text, but after Mini Shared, he could.

Alejandro was making progress at the beginning of the year but as he saw other children move into English reading he began to get frustrated with himself and his progress. He has an interest in reading in English but despite working with vocabulary, comprehension and decoding skills he still has difficulty reading in English. He will put forth more of an effort to decode English, than to read Spanish syllabically. This is so because English was privileged over his primary language, Spanish, when he first entered school as a Kindergarten. After the teacher noticed his interest in learning to read in English, the teacher began to use text that was written in both in English and Spanish and introduced Alejandro to the Spanish version first. Then after Alejandro was able to read the text independently, the English text was introduced. He seemed a lot more confident in reading both English and
Spanish now and has made significant progress in both languages.

Alejandra

This student is also a first grader whose primary language is also Spanish. However, in kindergarten, she received all of her instruction in Spanish. Upon entering first grade she knew, in Spanish, twenty of the twenty-six letters of the alphabet. She also knew twenty-four of the letter sounds. The letters c, s, n, y, f and w were the letters she confused or did not recognize. She continued to receive literacy instruction in Spanish in the first grade.

Alejandra had book knowledge and is a very enthusiastic learner. She is self-motivated and was already a syllabic/alphabetic reader upon entering first grade. When reading, Alejandra has one to one matching and always attempted to self-correct after an error (miscue). She also knows to seek help from the teacher or uses letter sound knowledge and meaning to read unknown words. She does not rely solely on picture clues for reading and is more focused on making meaning from the text read. Alejandra is using proficient reading strategies and integrating the cueing systems.
Alejandra had the tendency to read very syllabically each word she encounters and that affects her fluency and her comprehension. This year, she has made excellent progress in reading. She now reads at grade level in Spanish and has made the transition into English reading. In English, she struggles with comprehension and pronunciation but this is due to her insecurity in speaking English and lack of vocabulary in English.

These two children were chosen because of their different educational backgrounds. Although Spanish is the predominant language they both speak at home and at school, it hasn’t been the language of instruction for both. This has been a major factor in the progress they have made in reading.

With Alejandro, although when he entered first grade he did know some letters and sounds in English it wasn’t enough to begin to read in English and understand what he was reading. Instead of learning how the cueing systems interact when reading, he only learned how to decode efficiently. In other words, he focused on the graphophonic system and overall comprehension was lacking in English because Spanish is his dominant language. Therefore, it was more beneficial for him to be instructed in his primary language. Because of this, the teacher had to teach the
letter sounds in Spanish to him. Instead of going forward in learning to read, we had to take a step back before being able to move ahead.

Alejandra, on the other hand, had been instructed in her primary language. It was a smoother process for her to learn how to read. It was easier to guide her along towards reading proficiency. The teacher was able to reinforce what she had learned previously and most importantly what was being introduced was being connected to her previous knowledge of the reading process. Also, she had a year to try to make sense of how words and letters interacted and how print was comprehensible. Likewise during her kindergarten experience, she figured out the alphabetic system according to Ferriero and Teberosky (1982).

Alejandra advanced, unlike Alejandro, who instead first had to understand what was being taught before he could make a connection to his previous experiences with the written word. However, Alejandro did not have the same opportunity as Alejandra because he was taught in an incomprehensible language, English.

Comparison Between Expert and Novice Teacher

This section of the analysis will compare two teachers' implementation of Mini Shared Reading. The
comparison will focus on the differences in how each teacher approached ‘Revisiting the Text’. Each approach gave different outcomes on how children independently read the given text. Although the novice teacher had knowledge of how Mini Shared Reading was to be implemented, she failed to include all of the steps in the procedure. As a result, the children had difficulty when it was time for them to read the text independently.

The following is a transcription of ‘Revisiting the Text’ step, in a videotaped Mini Shared lesson conducted by a novice teacher. This was one of her first attempts in using Mini Shared reading as a reading strategy. The lesson was conducted in her classroom with five of her first grade students. Students receive their Language Arts instruction in their primary language, which is Spanish. Therefore, the lesson was conducted in Spanish.

Transcription of Revisiting the Text

Teacher redirects students to revisit text Mi Perrito by Rigby Publications.

T: ¿Se acuerdan donde decía llegaste?

Some students frame word correctly, one student does not.

T: A ver, allí no dice llegaste. ¿Qué palabra dice allí?
Students look over to the student 3's book and read correctly the word jardín.

T: Jardín. ¿Por qué está... cuál letra?

S₁ & S₂: 'j' (making the corresponding sound).

T: Muy bien, porqué está la 'j' de jardín. (Teacher proceeds by showing student where it says llegaste.

T: ¿A ver, ahora donde dice vió en esta página?

(Two students find it, one student is still looking for it)

T: ¿Cuál es la letra que hace 'V'? (makes corresponding sound).

S₁ & S₂: la 've' luego sigue la 'i' y luego la 'o'.

(Student 3 finds the word and frames it)

T: ¡Muy bien! A ver, a leerlo ahora.

S₃: (reads) vió.

T: A ver, ¿cuál es la palabra que querías escoger antes de que encontraras vio?

(S₁ looks for word)

T: ¿A ver, lo puedes leer?
(Other students read "perrito")

T: Vamos a dejar que ella lo lea.

Sj: (reads) Mi perrito me vió. (slides finger under words mi perrito).

T: ¿Aquí dice todo eso? A ver leélo otra vez.

(Teacher aides student by pointing to each word individually).

Sj: (reads) 'Mi' (correctly pointing to word) 'pe-rrito me vio' (pointing to word perrito).

T: ¿Allí dice todo eso? ¿Allí está la 'm' para decir 'me'? 

(student shakes head, no and looks at the word again)

Sj: (reads) Pe.

T: Sigue leyendo.

Sj: (reads) rrito... me vió (pointing to word perrito again)

T: ¿Dónde está 'me'? A ver, busca entre las palabras donde está la 'm' para que pueda decir 'me'?

Sj: (looks and finds 'me' under word perrito).

S: (correctly pointing to each word) Mi perrito me vio.

T: ¡Muy Bien!

Analysis

The teacher began Mini Shared Reading by introducing the book, connecting the topic of the book to the children's own experiences and a picture walk. She always followed this with a read aloud of the book. She reminded the children that they needed to observe her while she showed them how she wanted them to read the book. After this step, she immediately passed out the small books to the children and had them chorally read the book or she began to revisit the text. In doing this, she skipped the echo reading. Thus, when the children chorally read, they did not have enough experience with the text to know how to construct the meaning they were looking for from the book. Also, the children relied on the pictures only for meaning instead of trying to make meaning from the text. Therefore, during the choral reading, they were unable to support each other since they were each interpreting the pictures differently. Echo reading is an important step because the children are being shown how the text matches the words.
they are saying. In this step, the teacher is able to mediate how the proficient reading of the text should be like. During this time, the teacher is able to support those children who do not have one to one matching and have them read at the potential.

During revisiting the text, the teacher tended to focus on the common pattern of the text. For example, if the story rhymed, she would focus on the rhyming words. Dr. Flores instead focused on those words she knew the children would have difficulty with. This does not mean you should not make visible the rhyming words. On the contrary, you should emphasize them but do not make them the focus. This is because the children will visibly catch onto the pattern much more readily than to those words that do not rhyme or will are difficult to read. An example of this is during revisiting the text of Mi Perrita Chata. There are several rhyming words in the text such as, “lata”, “bata”, “chata” and “tata”. These did not give the children difficulty during their independent reading as much as words like “gruñe”, “jalonea”, “muerde” and “corretea”.

The teacher also tended to concentrate only on the graphophonic cueing system during revisiting the text. Instead, she should have emphasized the semantic and syntactic cues as well. Consequently, she wasn’t making all
the cueing systems visible or how they interact during reading of a text. An example of this is in revisiting the text of *Mi Perrito*, the novice teacher asked, "¿Cuál es la letra que hace 'v'? (emphasizing sound). The focus is on the individual letter and corresponding sound. Whereas in revisiting the text of *Mi Perrita Chata*, the expert teacher asked, "Quiero que encierren la palabra muerde"...¿cuántas sílabas?" Here the focus is on the syllables and on reading the word as a whole and not just the individual parts. It is important to make visible the individual parts of the words but it should not be the focal point when revisiting the text. Instead, the teacher should be making visible how these parts interact to form words and how these words interacts to create a sentence.

During revisiting the text, the teacher needs to mediate and make visible the different cueing systems for the children and to familiarize them with the reading strategies. The children had difficulty in their independent readings because the teacher didn’t emphasize the different reading strategies the children could have accessed during their independent reading of the text. Also, the teacher was concentrating on the individual letters and so the children were learning to do the same. During their independent reading, they would concentrate on decoding the words instead of reading for meaning.
Therefore, it is of utmost importance that the procedures of Mini Shared be followed since each step provides a structure for the children in which they can construct meaning of the given text.

Summary

This chapter analyzed and compared two teachers way of teaching and implementing Mini Shared, specifically contrasting 'Revisiting the Text'. It was found that 1) the way the teacher presents Mini Shared influences the children's independent reading; 2) in spite of the fact that the students do not know all the letter/sound correspondences they can still engage in the act of reading through mediation; and 3) how the teacher focuses on the cueing systems affects how the students approach the oral reading of unknown text.
CHAPTER FIVE

Conclusion

As a teacher of English Language Learners, I am concerned with my students' educational future. In these trying times, where bilingualism and biliteracy are not valued in many educational institutions, it has become a difficult task to teach students to read English without the use of their most valued asset, their primary language. Despite this, in this project, I have had the opportunity to prove how important the use of the students' primary language is in the teaching of reading. Also, I have learned the procedure of Mini Shared Reading so that I may be a more effective teacher.

It is important that students develop one language fully in both oral and written form. Therefore, when students are allowed to learn in their mother tongue, their knowledge of how language functions transfers to English in the same manner as their understanding of concepts. This was the case of Alejandra. The mere fact that in kindergarten, she received instruction in Spanish she had a richer linguistic background in her primary language. Thus, she was more successful at learning to read. Once she learned the reading process, she was able to transfer
reading strategies learned in her primary language to the reading of English, her second language.

On the other hand, Alejandro was an example of what occurs when a students' strength, his language, is not valued. I believe Alejandro had the ability to become a proficient reader at a much faster rate than he did. It did not occur because he hadn't experienced in kindergarten meaningful activities in his primary language that showed him how the speaking, listening, reading and writing are interrelated. Therefore, if teachers of English Language Learners are to build on the students' strengths, then it is important to consider the language that they have been using for communication and for learning about the world before coming to school. In addition, teaching to the potential facilitates experiences in which the students are successful at an activity they have not yet mastered.

This can be accomplished through meaningful teaching strategies such as Mini Shared Reading in which the teacher organizes for the potential and not the students' developmental level. Mini Shared as a mediational strategy allows the students to be successful at an activity they are not yet able to do on their own. In Mini Shared reading the teacher is mediating the transaction between the text and the reader. When the reader is not gaining
meaning from the text, there is no transaction. Thus, the student is not engaged in constructing meaning of how the reading process works.

I have learned that using Mini Shared as a mediational reading strategy in teaching emergent readers not only facilitates the teaching of the reading process, but also actively involves the students in it. If done properly, as I have learned to do through the completion of this project, Mini Shared is a process that teaches the teacher how to set instruction at the students' potential. Also, how to mediate that instruction as you move the students through the "zone of proximal development" (Vygotsky, 1990) to attain the potential. An example of this is how I perceived myself to be instructing students to see the whole before the parts in reading. Instead, I was focusing students on the individual letter sound and students where responding by reading individual sounds instead of the whole word. Students were not trying to grasp the meaning of the text instead they were doing what I had taught them to do, focus on the individual letter sounds. In actuality, what I wanted them to do was to focus on the meaning and to rely on making sense of the text to help them predict the text. The zone I was creating was a negative zone (Diaz & Flores, in press). It was not until I began to observe myself in the videotapes that I realized that was the
reason why my students were not reaching the potential I thought I had created for them.

In closing, Mini Shared Reading is an effective means to mediate the reading process because it capitalizes on the students’ language learning abilities. It provides a meaningful reading experience that builds upon the linguistic background of the student. With Mini Shared, emergent readers can learn to integrate all the strategies and cueing systems to help them become independent and effective readers more quickly. By teaching to the potential and mediating the students through the zone, our children experience proficient reading from the start and don’t have to wait “to be ready”.
APPENDIX A: MINI SHARED READING
MINI SHARED READING

DESCRIPTION: This type of reading experience is organized to familiarize the children with the predictable book, to engage them in successful acts of reading, and to make visible the cueing systems (semantic, syntactic, graphophonic, and orthographic) and universal strategies (predicting, sampling, confirming, self-correcting) as the reader revisits the text with mediated guidance.

We particularly engage the children who are using the presyllabic and syllabic conceptual interpretations in this reading social context. We are setting up a Zone of Proximal Development that prepares them for Guided Reading. The teaching is organized for the potential and not at the children’s developmental levels.

The use of mini predictable books instead of Big Books for Shared Reading was created because we observed that most of the children were not engaged, paying attention, or could not see the text.

Using Mini Shared allows children to have their own book, touch the book, experience the text up close, and to engage in mediated exploration and naming of the cueing systems and strategies.

Multiple copies of the same title are needed.

The small groups (3-5 kids) meet with the teacher for at least 20 minutes.

Bilingual children can learn/memorize the book in L1 (Spanish) and then use the English equivalent for their ELD lesson.

The Spanish and English versions of the same title facilitate the children’s acquisition of literacy and biliteracy through mediated engagement.

Children who are not at the Guided Reading point in their literacy learning greatly benefit from Mini Shared Reading.
Mini Shared Reading

Procedures

I. Introduce Book with Cover
   - The teacher selects a book that is at an appropriate level for the children, i.e., not too easy, but challenging.

II. Read and Talk About Title
   - Teacher engages the children by introducing the title.

III. Connect w/Prior Experiences
   - Next the teacher engages the children by connecting the topic of the book to their own experience.

IV. Discuss As T. Engages Kids In Picture Walk of the Book
   - Talking about the illustrations in the book is important preparation for when the text is Read Aloud by the teacher.

V. Read Aloud Entire Book As Children Listen and Look
   - Next the Teacher Reads Aloud the book as all the children watch as she says the words and sweeps her finger under the text.
VII. Children Echo Read After T. Reads Text Again.

-The Second Reading is now done by the Teacher with the Children ECHO READING after she reads each page. This mediated social interaction supports the children and provides them with rehearsal to engage in the act of reading the text again, but together without the Teacher unless they need the support.

VIII. Choral Reading

-The Third Reading of the Text is done by the children together. In this way the children support each other, i.e., if one doesn’t know the other does.

IX. Revisit the Text

-After Reading and Rereading the Text, the Teacher now will conduct MINI LESSONS that make visible the cueing systems. Whatever patterns emerge from the text will guide the Teacher in mediational strategies and metalinguistic talk about the text.

X. Collaboration

-Next, the follow up engagement includes guiding the children in co-constructing their own text but using the patterns that the original book used. The teacher then types these little books, the children illustrate them, and then share & read them.

XI. Independent Reading of Own text and Original text

-Now the CHILDREN can read two, three, or four versions of the same patterned / predictable text/books.
FINDING LANGUAGE PATTERNS & MAKING VISIBLE THE CUEING SYSTEMS
THRU MINI LESSONS
DURING MINI SHARED READING/REVISITING TEXT

QUESTIONS TO GUIDE THE TEACHER:

1. SEMANTIC SYSTEM
   - How can one make the semantic system visible?
     - Relate the Illustration to the text.

2. SYNTACTIC SYSTEM
   - Pick the recurring noun, verb, or other part of speech that is graphically depicted in the picture and connect it to the Illustration.
     - Show the children the segment that corresponds to the object or action and have the children bracket the "word."

3. GRAPHOPHONIC SYSTEM
   - Choose recurring patterns and connect the letter/sound correspondences and teach the children the patterns of the sounds with the letters.
   - Choose anomalies and teach the rules.
   - Have children talk about the patterns that they see.

4. ORTHOGRAPHIC SYSTEM
   - Pick words and teach about family spelling patterns.
   - This is where one can teach about the rules, but with the children's input.

Created and Developed by Dr. Barbara M. Flores
CSU, SAN BERNARDINO
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# Making the Cueing Systems Visible

<table>
<thead>
<tr>
<th>Cueing Systems</th>
<th>Mini Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMANTIC</strong></td>
<td>(relate illustration to text)</td>
</tr>
<tr>
<td><strong>SYNTACTIC</strong></td>
<td>(pick the recurring noun, verb or other part of speech that is depicted graphically and relate it to the picture)</td>
</tr>
<tr>
<td><strong>GRAPHOPHONIC</strong></td>
<td>(Choose recurring patterns and connect the letter/sound correspondences, teach the patterns of sounds and letters. Have children talk about patterns they see. Choose anomalies to teach rules.)</td>
</tr>
<tr>
<td><strong>ORTHOGRAPHIC</strong></td>
<td>(Pick words and teach about family spelling patterns. This is where you can teach the rules, but with student input.)</td>
</tr>
</tbody>
</table>

*mechanics, convention, care/pure, etc.*

Created and Developed by Dr. Barbara M. Flores
CSU, SAN BERNARDINO
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Procedures

Steps

☐ Introduce the book

☐ Instantiate prior knowledge related to topic of book.

☐ Engage children in a picture walk.

☐ Teacher reads entire book aloud—noting that he/she reads with her/his eyes, mouth, and finger as children watch because this is how they must read the story. Only the teacher has a book.

☐ Echo Read—the teacher reads aloud first, then children repeat. Each child has a book now.

☐ Chorally Read—all the children read together as teacher observes each child and mediates by supporting ways.

☐ Revisit Text—teacher makes the the cueing systems and strategies visible to the children. Using the illustrations and text to show how the parts work within the whole.

☐ Read Text together—the children then read the text together as teacher watches and listens.

☐ Read Aloud one-by-one—each child reads aloud as others follow with finger and eyes.

☐ Read by self

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Procedures

Steps

- Introduce the book
- Instantiate prior knowledge related to topic of book.
- Engage children in a picture walk.
- Teacher reads entire book aloud—noting that he/she reads with her/his eyes, mouth, and finger as children watch because this is how they must read the story. Only the teacher has a book.
- Echo Read—the teacher reads aloud first, then children repeat. Each child has a book now.
- Chorally Read—all the children read together as teacher observes each child and mediates by supporting ways.
- Revisit Text—teacher makes the the cueing systems and strategies visible to the children. Using the illustrations and text to show how the parts work within the whole. 1) See Patterns; 2) Memorize; 3) Chunk; 4) Use Context
- Read Text together—the children then read the text together as teacher watches and listens.
- Read Aloud one-by-one—each child reads aloud as others follow with finger and eyes.
- Read by self

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Procedures

STEPS

☐ Read aloud first - to the student(s) so that they hear how a fluent reader reads the text. Read the entire story as the students listen and watch you read with your eyes, mouth, and finger.

☐ Echo Read - Student Reads after the Teacher reads in meaningful chunks.

☐ Chorally Read - Student(s) and the teacher read the entire passage together depending on the length. If it is a very long text then you read either paragraph-by-paragraph or page-by-page.

☐ Revisit the Text - in order to make visible all cueing systems and universal strategies to the children...

☐ Ask student(s) to point to words that would have given them problems.

☐ Ask the student(s) to choose words they would like to know.

☐ On a white board/chart Teacher writes word and underlines the pattern and then writes other words with those patterns and makes visible the various strategies that the child can use: 1) sound it out; 2) memorize; 3) chunk; 4) see the patterns; 5) use context to figure out meaning; or 6) skip it.

☐ Read Together again as a group with the Teacher observing.

☐ Read by self aloud

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REFERENCES


