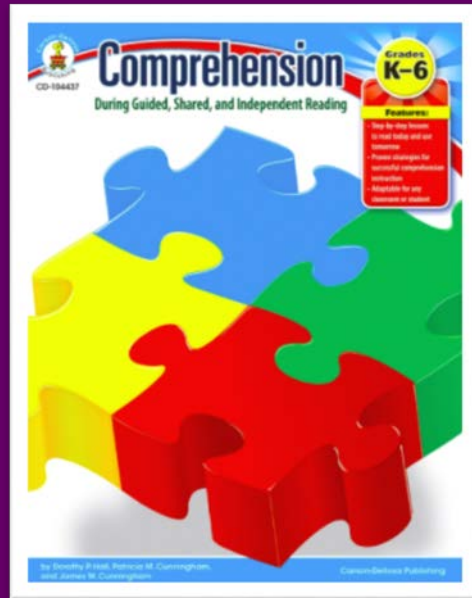


# Shared Reading

- Four Blocks Literacy Framework



# Guided or Shared Reading Specific Resources



- Shared Reading Free Webinars:
  - Preschool examples
    - <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>
    - <http://community.fpg.unc.edu/connect-modules/learners/module-6>
  - Nonverbal examples
    - <http://dlmpd.com/all-modules-organized-by-claim/>
- Fidelity Checklists:
  - Conventional
    - End of every chapter in The Teacher's Guides
  - Emergent
    - <http://www.project-core.com/implementation-resources/>

# Does the student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

## Daily Emergent Interventions

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Self-Directed Reading
- Symbol-based Communication (with few exceptions)

## Daily Conventional Interventions

- Guided Reading (Anchor-Read-Apply)
- Word Study (Key Words + Making Words)
- Writing
- Self-Directed Reading
- Communication with symbols + spelling

# Does Your Classroom have ALL Students who are Emergent or Conventional?

No

Yes

## Combine the Emergent and Conventional Interventions

- Shared Reading AND Guided Reading
- Alphabet & Phonological Awareness During Word Wall & Making Words
- Predictable Chart Writing (Share the Pencil)
- Writing Instruction (Conventional Only)
- Self-directed Reading
- Independent Writing

Use the list of Emergent OR Conventional Interventions

# Guided & Shared Reading



- 5 Day Process
  - Both Guided and Shared Reading read the same text over multiple days for a different purpose or interaction
- Guided is for *conventional students* only
  - To maximize thinking
- Shared is for *emergent students* but conventional students can participate
  - To maximize interactions
- If you have a mixed class do both!

# Shared Reading for Emergent Readers



- Shared reading provides opportunities for teachers to model for students how they think as they read
- Students that benefit from shared reading are students who:
  - Are interested in books
  - Are not yet interested in books
  - Can read but need continued support making meaning from the text
  - Verbal or nonverbal

# Shared Reading Overview



- Uses a large picture book
- Focus is on interaction and engagement
- Teachers read with students not to students
- The goal is for students to lead interactions related to the text
- Teachers guide students, encourage interactions and support communication

# Shared Reading



The reader ...

- Encourages communication
- Follows student's interests
- Attributes meaning to all attempts
- Makes connections between book & student's experiences
- Thinks aloud to model thought processes
- Models using student's communication symbols

The student...

- Leads the activity!

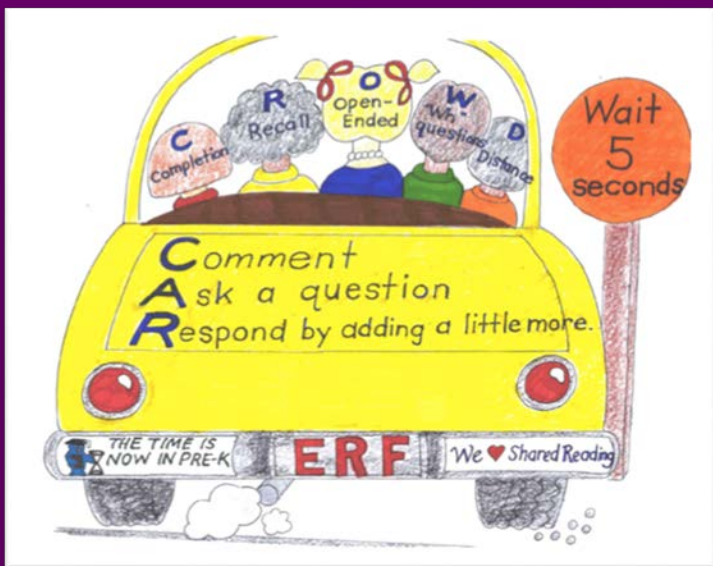


# Preparing for Shared Reading



- Students have an individual communication system that meets their needs
- Content and complexity of book is appropriate for age/grade/ability of students
- Book is interesting to students
- Core based scripts have been preplanned and are used within the lesson



# During Shared Reading



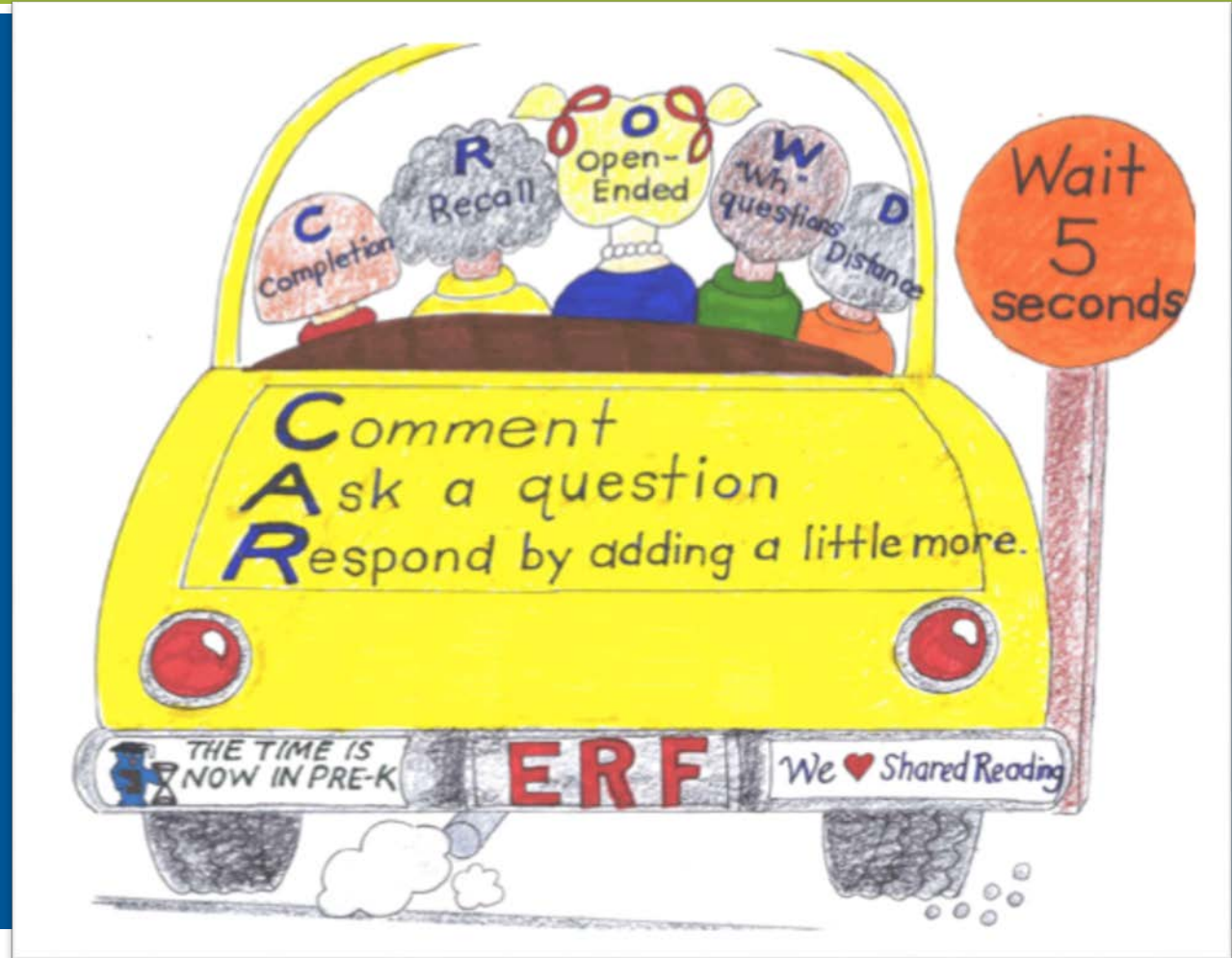
- Follow the CROWD & CAR (on next slides) on every other page of the story to guide commenting and questioning
- Do Print Referencing on everyone other page you are not following the CROWD & CAR (*new research!*)
- Recognize, respond to and expand on student's efforts to participate and communicate
- Read with enthusiasm to foster a joy for reading

# Shared Reading: Follow the CAR



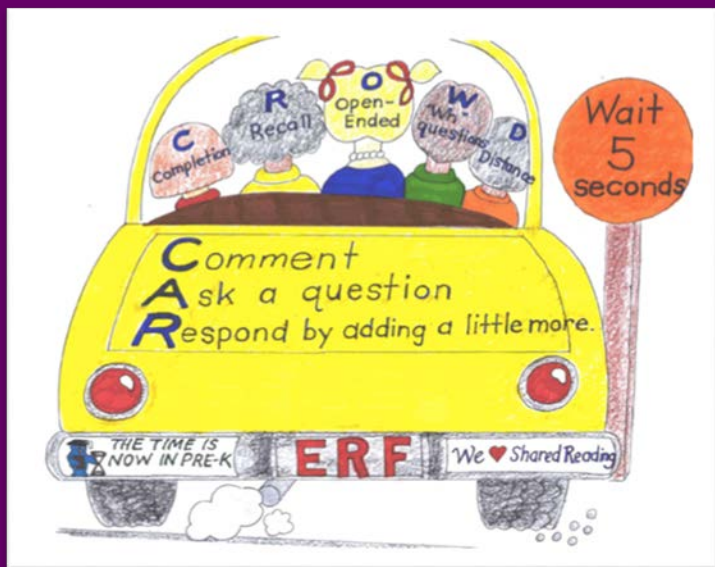
- An approach to structuring shared reading interactions.
- Lead with a **COMMENT**.
  -  STOP and wait 5 seconds. (or in some cases 60 seconds)
- **ASK** a question.
  -  STOP and wait 5 seconds. (or in some cases 60 seconds)
- **RESPOND** by adding more.

# Shared Reading: CROWD in the CAR



Corinne Gandy Watson, 2008

# Shared Reading: CROWD in the CAR



- Completion: Example, "Brown bear, brown bear, what do you see? I see a white dog looking at \_\_\_\_\_," letting the child fill in the blank with the word *me*.
- Recall: Example, "Tell me what the little truck did."
- Open-Ended: Example, "Tell me what's happening in this picture."
- WH- : Questions that begin with what, where, when, why, and how.
- Distancing: Example, "You saw animals at the farm. What animal did you see at the farm?"

# Strive for Five



- Frequent, extended conversations with adults promote better language and literacy outcomes
- Keep child engaged in conversation
  - Do not let it end after the child has contributed just one or two turns
- Strive For Five
  - Conversation between an adult and a child should go back-and-forth at least five times

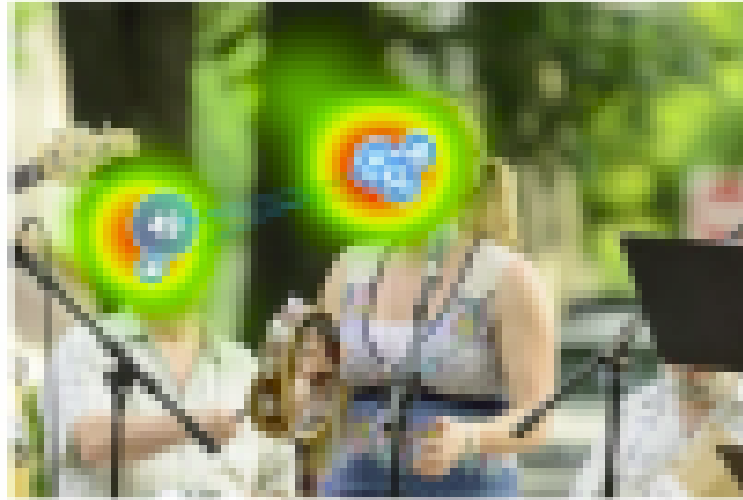
# Print Referencing



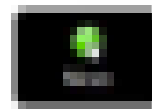
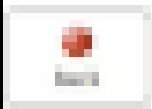
- Interactive style of reading
- Adult highlights features of print
- Verbal (comments, questions, requests)
- Non-verbal (pointing, tracking print)
- Print referencing supports print awareness skills such as print form, print function, letter identification and the relationship between spoken and written language
- Print awareness leads to higher outcomes for future reading achievement

# Before Print Referencing

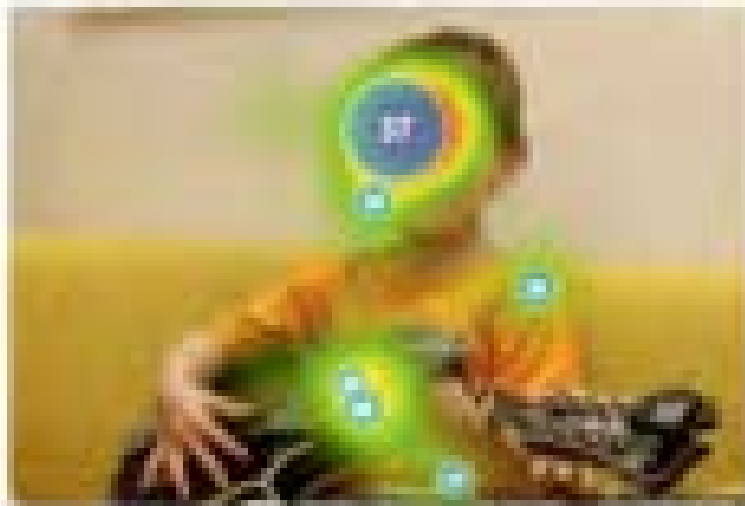
Q.



Annie plays the tambourine.









Max rums the guitar.



# Non Verbal Shared Reading

like 	want 	get 	make 	good 	more 
not 	go 	look 	turn 	help 	different 
I 	he 	open 	do 	put 	same 
you 	she 	that 	up 	all 	some 
it 	here 	in 	on 	can 	finished 
where 	what 	why 	who 	when 	stop 

- Use of open ended, “core” vocabulary allow adults to respond to student multiple times throughout the activity. (Aided Language Stimulation)
- Core vocabulary is flexible and can be used with different books over time.
- Consistent symbol set fosters motor/visual memory
- Consider long term utility. Can these words be used in other activities, settings, etc.?

Erickson and Koppenhaver, Core Vocabulary for Students Who Use AAC.

like 	want 	get 	make 	good 	more 
not 	go 	look 	turn 	help 	different 
I 	he 	open 	do 	put 	same 
you 	she 	that 	up 	all 	some 
it 	here 	in 	on 	can 	finished 
where 	what 	why 	who 	when 	stop 

# Planning Structures

- Single Scripts in CAR & CROWD format
- Scripts printed and placed in book  
Post it notes, paper clip etc.
- Weekly Grid of Scripts
- Use of core vocabulary highlighted in script

Predictable Chart Writing of the week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>The Book of the week</b>	<b>Shared Reading C: Comment</b> (Wait 5-60 seconds) <b>A: Ask</b> (Wait 5-60 seconds) <b>R: Reply</b> (Model as needed)	<b>Shared Reading C: Comment</b> (Wait 5-60 seconds) <b>A: Ask</b> (Wait 5-60 seconds) <b>R: Reply</b> (Model as needed)	<b>Shared Reading C: Comment</b> (Wait 5-60 seconds) <b>A: Ask</b> (Wait 5-60 seconds) <b>R: Reply</b> (Model as needed)	<b>Shared Reading C: Comment</b> (Wait 5-60 seconds) <b>A: Ask</b> (Wait 5-60 seconds) <b>R: Reply</b> (Model as needed)	<b>Shared Reading C: Comment</b> (Wait 5-60 seconds) <b>A: Ask</b> (Wait 5-60 seconds) <b>R: Reply</b> (Model as needed)
<b>Letter of Focus</b>					
<b>A _____ grows big.</b>	<b>Day 1</b> <b>C:</b> (O page 6) "That is a giant watermelon." (Wait 5-60 seconds) <b>A:</b> "Tell me about what you see here." (Wait 5-60 seconds) <b>R:</b> "She is pulling." (Model as needed)  <b>C:</b> (W page 11) "I don't know if they can do it." (Wait 5-60 seconds) <b>A:</b> "Who grew the watermelon?" (Wait 5-60 seconds) <b>R:</b> "Mother Hubbard grew it." (Model as needed)  <b>C:</b> (R page 15) "They have rosy cheeks." (Wait 5-60 seconds) <b>A:</b> "Do you recall who came to help?" (Wait 5-60 seconds)	<b>Day 2</b> <b>C:</b> (O page 5) "The watermelon is green." (Wait 5-60 seconds) <b>A:</b> "Tell me about these pages." (Wait 5-60 seconds) <b>R:</b> "That is a watermelon." (Model as needed)  <b>C:</b> (D page 9) "It is stuck in the ground." (Wait 5-60 seconds) <b>A:</b> "Tell me about something you have experienced that was stuck." (Wait 5-60 seconds) <b>R:</b> "My window was stuck shut." (Model as needed)  <b>C:</b> (W page 12) "They need to pull harder." (Wait 5-60 seconds)	<b>Day 3</b> <b>C:</b> (W page 3) "It is getting bigger." (Wait 5-60 seconds) <b>A:</b> "What did the watermelon do?" (Wait 5-60 seconds) <b>R:</b> "It grew." (Model as needed)  <b>C:</b> (O page 8) "It will not budge." (Wait 5-60 seconds) <b>A:</b> "Tell me about this page." (Wait 5-60 seconds) <b>R:</b> "The watermelon will not move." (Model as needed)  <b>C:</b> (C page 10) "They need help." (Wait 5-60 seconds) <b>A:</b> They pulled and pulled	<b>Day 4</b> <b>C:</b> (R page 3) "She is planting things." (Wait 5-60 seconds) <b>A:</b> "Do you recall what the watermelon grew from?" (Wait 5-60 seconds) <b>R:</b> "A seed." (Model as needed)  <b>C:</b> (C page 7) "She can't get it." (Wait 5-60 seconds) <b>A:</b> They pulled and pulled and _____." (Wait 5-60 seconds) <b>R:</b> "Pulled." (Model as needed)  <b>C:</b> (D page 16) "They are all pulling." (Wait 5-60 seconds) <b>A:</b> "Tell me about food you have grown." (Wait 5-60 seconds) <b>R:</b> "We grew kale in the	<b>Day 5</b> <b>C:</b> (R page 2) "She is gardening." (Wait 5-60 seconds) <b>A:</b> "Do you remember the title of this story?" (Wait 5-60 seconds) <b>R:</b> "The enormous watermelon." (Model as needed)  <b>C:</b> (C page 7) "It is just too big." (Wait 5-60 seconds) <b>A:</b> They pulled and pulled and _____." (Wait 5-60 seconds) <b>R:</b> "Pulled." (Model as needed)  <b>C:</b> (D page 17) "She is pulling humpty dumpty's face." (Wait 5-60 seconds) <b>A:</b> "Tell me about things you pull on." (Wait 5-60 seconds) <b>R:</b> "I pull the

# Questions About Shared Reading?



# References

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Erickson, K. and Koppenhaver, D. *Vocabulary and Reading Comprehension* [PDF document]. Retrieved from 9<sup>th</sup> Camp Courage Literacy Camp Wiki at <http://mnliteracy.pbworks.com/w/page/66979088/9th%20Camp%20Courage%20Literacy%20Camp>

Erickson, K. and Koppenhaver, D. *Emergent HO* [PDF document]. Retrieved from mnliteracyintro Wiki at <http://mnliteracyintro.pbworks.com/w/page/123750039/MN%202-Day%20Literacy%20Intro>

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